

Facilitator's Guide:

Grade 8

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Dear Educator,

Every effort has been made to make these lessons as user-friendly and up to date as possible. Below, you'll find important items that will help you use them most successfully in your classroom.

Advance Preparation

Some lessons require advance preparation, including:

- Gathering of local resources
- Planning of long-term projects with school administrators
- School counselor input re: transcripts, course selection, test taking, and college access
- Scheduling class time in a computer lab

We recommend that you scan ahead, allowing at least a few weeks before beginning a unit to note any preparation needed.

Use of Materials from the Web

In order to provide students with vibrant, up-to-date primary resources, many lessons include the use of online materials. When computer access is unavailable, you may wish to print out this information for classroom use. Please include the website where the material came from, and the title and author, if known. We want to give credit where it's due.

Keeping Up to Date

Finally, please visit websites well in advance of teaching a lesson, so that you can update information (for example, SAT registration fees) or effectively navigate a website that's been reorganized.

Dear Teaching Partners,

You hold in your hands the result of more than four years of research, writing, field testing, and revision.

Thanks are due to our many collaborators, including facilitators working in classrooms from the coal fields of Appalachia to the Bronx, New York. Their consistent and thoughtful feedback has been invaluable, and it has been a pleasure to watch them teach. In order of distance from the home office, they are:

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We at Roads to Success are excited about the opportunity to present young people with a better vision of their future, and thank you for passing this knowledge on.

Kathy Kinsner

Director of Program Development

INTRODUCTION

Lesson Descriptions

Introduction 1: Culture and Procedures

Students review the course requirements, grading system and classroom procedures, and preview Roads to Success topics for the year.

Introduction 2: Team Building

Students analyze class goals and evaluate ways to demonstrate respect, responsibility and teamwork in the Roads to Success classroom.

PLANNING PYRAMID

GRADE 8, Unit 1, Introduction



Some Students Will:

- Volunteer for classroom jobs.
- Understand connection between past interests and future careers.



Most Students Will:

- Understand how performance will be evaluated and how extra rewards can be earned.
- Describe how the topics to be covered will affect their futures.
- 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. Are You a Roads to Success Expert? (5 minutes)
- III. Procedures (10 minutes)
- IV. Mapping Our Year! (15 minutes)
- V. Wrap Up: Review With a Surprise! (10 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Are You a Roads to Success Expert?
- Student Handbook page 2, Roads to Success Overview
- Student Handbook page 3, Procedures
- Student Handbook pages 4–5, Roads to Success in the Eighth Grade

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Name Tent Directions
- Facilitator Resource 3, Are You a Roads to Success Expert? Answer Key
- Facilitator Resource 4, Roads to Success in the Eighth Grade (Answer Key)

☐ Colored 4" x 6" index cards (for name tents)

☐ Family intro letters (one class set, see **Roads to Success Program Manual**)

OBJECTIVES

During this lesson, student(s) 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 will review Roads to Success culture, course requirements, grading system, and classroom procedures. Students will complete an outline to pique their interest in some of the topics that will be covered during the 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:
 - **Student Handbook page 3, Procedures.**
 - **Student Handbook page 4–5, Roads to Success in the Eighth Grade**
- ☐ Before classes begin, 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.
- ☐ In advance of the lesson, decide on an orderly procedure for distributing Roads to Success family intro letters. 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 one that follows, students should be able to answer this question 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 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 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.)

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 seventh grade?

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

In **Activity III, Procedures**, If you think your students will remember the procedures listed on **Student Handbook page 3, Procedures** you may allow your students to just listen while you write the answers down on the overhead projector.

In **Activity IV, Mapping Our Year!**, if you think your students will struggle to match the topics to their correct units, you may complete this activity as a whole class. One facilitator made this activity into a game show where students came to the front of class to correctly match a topic to its unit. If they had difficulty, they were able to ask for help from a classmate (“phone a friend.”)

In **Activity IV, Mapping Our Year!**, if you think your students will need a more hands-on component, you can cut the topics listed in **Facilitator Resource 4, Roads to Success in Eighth Grade (Answer Key)** into strips and place them in a plastic bag. Include only the strips with bold-faced type in the bags. Make one set for every pair of students.

ACTIVITY STEPS

I. Warm Up (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, you will need to pass out the binders.]
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 a year, ask the students to predict what they think they will be learning this year.

Display 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 seventh grade?

II. Are You a Roads to Success Expert? (5 minutes)

1. **SAY SOMETHING LIKE:** Most of you have already completed one year with Roads to Success, which means that you are already familiar with the program. To see if you are a Roads to Success expert, I'm going to give you a short true/false quiz. You will not receive a grade for this, so don't worry if you don't know all of the answers. This quiz will ask you questions about our mission, how you will be graded, how to use the Portfolio and the rewards you will receive. You will have three minutes to complete it. Are there any questions? [Allow students to respond.] Please turn to **Student Handbook page 1, Are You a Roads to Success Expert?** You may begin.
2. [After three minutes have passed, have students take **Student Handbook page 1, Are You a Roads to Success Expert?** out of their binder/notebook, and then ask them to turn to **Student Handbook page 2, Roads to Success Overview**. Go over the answers as a whole group, having a different student answer each question. If the student gets the wrong answer, read the section aloud from **Student Handbook page 2, Roads to Success Overview** to identify the correct answer. (See **Facilitator Resource 3, Are You a Roads to Success Expert? Answer Key.**)

III. 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 three ways to make this happen.
2. [Have students turn to **Student Handbook page 3, Procedures**. Go over each procedure, instructing the students to complete each statement with you as you write them on the overhead. (See **Implementation Options** for suggestions.)]
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.]

IV. Mapping Our Year (15 minutes)

1. [Assign pairs. Display **Student Handbook page 4, Roads to Success in the Eighth Grade** on an overhead or recreate it on chart paper. Instruct students to turn to **Student Handbook page 4, Roads to Success in the Eighth Grade**.]
2. **SAY SOMETHING LIKE:** Last year in seventh grade, you learned about different forms of note taking. One of those forms was outlining. Who can describe the outlining form of note taking? Where does the main idea go? Where do the details go? The purpose of this outline is to show you how Roads to Success material is organized and what you will be learning this year.

Each of the numbered items is a main idea, the name of a Roads to Success unit. Who can tell me the name of a unit you will be studying in Roads to Success this year?
[Students respond.]

[Display **Student Handbook page 5** on the overhead projector and instruct students to turn to this page in their handbook.]

On this page you will see a list of topics you will be studying this year in Roads to Success. How many topics are listed here? (14; two topics per unit) These are some of the details of what we'll be studying this year. You and your partner need to work together to match two details to every main idea. Once you have made your decision, write the bolded words from that strip onto the line under the unit name. You need to match at least eight different topics. If you match eight topics before the time is up, go ahead and match the remaining topics. Let's practice one together.

[Write the following topic on chart paper, a white board or an overhead:

“Voice Mail Message: How to leave a businesslike voice mail message.” Have a student read the topic aloud and decide as a class which unit it belongs in. Then have the students write **“Voice Mail Message”** on the first line under Communication and Networking. Model this on your version of **Student Handbook page 4, Roads to Success in the Eighth Grade**. If students are still struggling, pick a different topic and walk them through one more example.]

SAY SOMETHING LIKE: You will have eight minutes to work on this activity. Then we'll come back as a whole class to discuss our answers. I'll be calling on different pairs to share their work, so everyone should be ready to participate!

3. [After 10 minutes bring the group back together and call on different pairs to match the remaining topics. Write the answers on your version of **Student Handbook page 4, Roads to Success in the Eighth Grade**. Instruct the students to correct their answers and fill in any missing information.]

V. Wrap Up (10 minutes)

1. Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute photo release forms and parent 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.
2. Tell them that next week we will be learning about and practicing some of the behaviors necessary for the 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.

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 seventh 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.

Are You a Roads to Success Expert? (Answer Key)

Directions: Below you will find five statements about the program. In the space provided, write whether you think the statement is true or false. If the question is false, see if you can rewrite the statement to make it true.

TRUE/FALSE

1. FALSE In Roads to Success we will be tested on specific facts about careers, workplace skills, and four-year colleges.

Answer found in the Section titled “Your Mission”

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. Roads to Success is about figuring out what you want from life, and how to get it.

2. TRUE Your portfolio is a record of your personal accomplishments and work in Roads to Success.

Answer found in Section titled “Your Portfolio”

3. TRUE Your portfolio will be saved from year to year. At the end of 12th grade you will receive all of your portfolio pages from seventh to 12th grade.

Answer found in Section titled “Your Portfolio”

4. FALSE You can pass Roads to Success as long as you’re present for most classes. Class assignments don’t count towards your grade.

Answer found in Section titled “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.

5. TRUE By participating in Roads to Success, you will learn more about how your own interests can lead to a future job you’ll love.

Answer may be inferred from Section titled “Your Mission”

Roads to Success in the Eighth Grade (Answer Key)

Introduction

Successful Behaviors: Identifying the behaviors that will make us successful in class and in the workplace.

Class Goals: Reviewing the goals for Roads to Success.

High School Planning

Setting Personal Goals: Figuring out the study skills you need to work on to succeed in high school.

Making Decisions: Choosing ninth grade courses.

Communication and Networking

Voice Mail Message: Leaving a businesslike message on the phone.

Shaking Hands: Giving an effective handshake during an interview.

Money Matters

Saving Money: Creating a plan to save enough money to make a big purchase.

Tracking Your Spending: Keeping track of your weekly spending.

Careers

Working Conditions: Examining the overall environment of a workplace (for example: setting, number of people one works with and hours.)

Education Requirements: Finding out the level of education needed for different jobs.

Education After High School

School Selector: Finding colleges that meet your needs.

A College Tour: Taking a look at the personality of a school in your home state.

Community Makeover

Action Plan: Creating a step-by-step plan to carry out a community project.

Project Costs: Creating a detailed materials list to figure out what a community project will cost.

Are You a Roads to Success Expert?

Directions: Below you will find five statements about the Roads to Success program. In the space provided, write whether you think the statement is true or false. If the question is false, see if you can rewrite the statement to make it true.

TRUE/FALSE

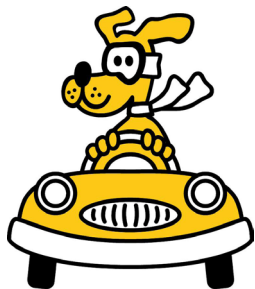
1. _____
In Roads to Success we will be tested on specific facts about careers, workplace skills, and four-year colleges.

2. _____
Your portfolio is a record of your personal accomplishments and work in Roads to Success.

3. _____
Your portfolio will be saved from year to year. At the end of 12th grade you will receive all of your portfolio pages from seventh to 12th grade.

4. _____
You can pass Roads to Success as long as you're present for most classes. Class assignments don't count towards your grade.

5. _____
By participating in Roads to Success, you will learn more about how your own interests can lead to a future job you'll love.



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.

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 in the Eighth Grade

1. Introduction

- _____
- _____

2. Setting Goals

- _____
- _____

3. Careers

- _____
- _____

4. Communication and Networking

- _____
- _____

5. Community Makeover

- _____
- _____

6. Education After High School

- _____
- _____

7. Money Matters

- _____
- _____

Roads to Success in the Eighth Grade

Topics Covered

Saving Money: Creating a plan to save enough money to make a big purchase.

Successful Behaviors: Identifying the behaviors that will make us successful in class and in the workplace.

School Selector: Finding colleges that meet your needs.

Setting Personal Goals: Figuring out the study skills you need to work on to succeed in high school.

Making Decisions: Choosing ninth grade courses.

Working Conditions: Examining the overall environment of a workplace (for example: setting, number of people one works with and hours.)

Shaking Hands: Giving an effective handshake during an interview.

Tracking Your Spending: Keeping track of your weekly spending.

Voice Mail Message: Leaving a businesslike message on the phone.

Education Requirements: Finding out the level of education needed for different jobs.

Class Goals: Reviewing the goals for Roads to Success.

A College Tour: Taking a look at the personality of a school in your home state.

Action Plan: Creating a step-by-step plan to carry out a community project.

Project Costs: Creating a detailed materials list to figure out what a community project will cost.

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. The Staff Meeting (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 6, Our Destination
- Student Handbook pages 7-8, The Staff Meeting
- Student Handbook pages 9-10, Analyzing The Staff Meeting

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Our Destination Game

☐ Three plastic bags

☐ Scissors

☐ Index cards (one per student)

☐ White board or chart paper (several sheets per class)

☐ Markers

☐ Timer (optional)

OBJECTIVES

During this lesson, students will:

- Practice the 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 read a story in which respect, responsibility, and teamwork are lacking in a workplace setting, and make suggestions for improvement. Lastly, students will analyze the class goals by participating in an interactive partner activity based on the game Pictionary™.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 7-8, The Staff Meeting**
 - **Student Handbook page 6, Our Destination**
 - **Facilitator Resource 2, Our Destination Game**
- ☐ You will need to copy the following handouts:
 - **Facilitator Resource 2, Our Destination Game** (one per student)
 - **Student Handbook page 6, Our Destination** (The eight goals need to be cut out into individual strips and placed in a plastic bag. You will need three complete sets: one to model and two for the class teams.)

VOCABULARY

Interpersonal skills: How someone interacts with other people.

IMPLEMENTATION OPTIONS

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead transparency, and have students write only their answer on index cards.)

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.]

In **Activity II, The Staff Meeting**, you may choose to have your students act out skits that correct the mistakes in the story after completing their reading. To assist struggling readers, you may also choose to read this story as a class.

In **Activity IV, Wrap Up**, if you are running short on time, you may choose to have a few students share aloud one thing they learned from today's lesson instead of writing their responses on index cards.

ACTIVITY STEPS

I. Warm Up (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, reminding students where to find these procedures in their student binders. If necessary, have students re-enter the classroom and distribute the binders, take attendance, etc.]

II. The Staff Meeting (15 minutes)

1. **SAY SOMETHING LIKE:** While you are in school, and later on when you have a job, there are three skills that will be very important to your success: respect, responsibility, and teamwork. We will be working on these skills throughout the year, in part, to prepare you for your first job. Why are these skills important to our class? [Allow students to respond.]
2. [Assign pairs. Instruct students to turn to **Student Handbook pages 7-8, The Staff Meeting**. In their pairs, students will read through the story, underlining any example where the teachers did not act respectfully, responsibly, or demonstrate teamwork. Instruct students to turn to **Student Handbook pages 9-10, Analyzing The Staff Meeting** and have a student read the directions aloud.]
3. **SAY SOMETHING LIKE:** While you're reading the story you'll see that one teacher rolls her eyes at the meeting, which is a negative behavior. What should you do in a meeting to show you're paying attention? [Students respond, *make eye contact, nod, etc.*] Great. That is a good example of how to change a negative behavior into a positive example.
4. [Give the students 10 minutes to read the story and complete **Student Handbook pages 9-10, Analyzing the Staff Meeting**. Then bring the class back together and call on a few pairs to share one negative behavior and how they turned it into a positive behavior.]

III. Our Destination (20 minutes)

1. [Display **Student Handbook page 6, Our Destination** using an overhead or chart paper and instruct students to turn to **Student Handbook page 6, Our Destination**.]

2. **SAY SOMETHING LIKE:** Raise your hand if you recognize 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.
3. [Divide the class into two teams.]
4. **SAY SOMETHING LIKE:** Today, you are going to play a game that will allow you to think critically about our class goals. Has anyone here ever played the game Pictionary™? [Allow students to respond and ask them to explain what they know about the game.] You have all been assigned to one of two competing teams.
5. [Put **Facilitator Resource 2, Our Destination Game** on an overhead, or rewrite onto chart paper. Review the needed materials and have a different student read each of the rules aloud. After each rule has been introduced, ask students to explain the rules back to you. Inform them that they will play this game as a class for 15 minutes, but before they start you will model an example.]
6. [Have a volunteer pull out a goal from one of the plastic bags and hand it to you. Using chart paper or an overhead, draw a picture that represents the selected goal. Allow students to guess what goal you are trying to represent. Set a one-minute time limit for this guessing. Explain that each team will get three chances to guess.]

IV. Wrap Up (5 minutes)

[Display **Facilitator Resource 3, Our Destination Reflection** on the board, overhead projector, or chart paper. Have a student read the two questions aloud while you pass out an index card to each student. After three minutes have passed, call on volunteers to share their answer. Then explain to the students that they have finished their introduction unit. Next week they will be setting goals. In this upcoming unit, they will be able to examine concrete goals they want to achieve this year and strategies for reaching them.]

DO NOW

Introduction 2: Team Building

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

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?

Our Destination Game

EQUIPMENT:

- Two plastic bags with eight goal-setting strips (one for each team)
- Timer
- Whiteboard or chart paper
- Markers

DIRECTIONS:

- One member of the team comes to the front of class and selects a strip (one of the eight goals) from their plastic bag.
- Using a whiteboard or chart paper, this team member will draw a picture that represents the class goal he or she selected.
- The team will then have ONE MINUTE to correctly guess what goal was selected.
- The team member who is drawing may not talk to any of their team members during this minute. All clues must be drawn. No gestures allowed. (The second team may not participate during this round.)
- Once time is up, the teams will switch. We will repeat this process for 10 minutes.

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:

This story is full of examples where the interpersonal skills of respect, responsibility and teamwork were not demonstrated. Your mission is to:

1. Read this story and underline any example where one of those skills was not demonstrated.
2. Then, turn to **Student Handbook pages 9-10, Analyzing The Staff Meeting**, and write one negative example from the story for each skill (respect, responsibility, and teamwork).
3. For each negative behavior describe an appropriate behavior that would demonstrate a positive example of respect, responsibility, or teamwork.

THE STAFF MEETING

DATE: Oct 27, 2011

TIME: 3:30 PM

PLACE: Bailey Middle School, Portsmouth, Ohio

Mr. Grumpet, the school principal, calls the teachers' meeting to order. He tries to limit his staff meetings to 45 minutes, and is eager to begin. Unfortunately, only 15 of his 20 teachers are present. **Ms. Markworth** and **Mr. Benedict** arrive five minutes late, giggling and helping themselves to the fruit platter the principal has provided. Ten minutes later, **Mr. Moller** runs in and throws his grade book on a nearby desk. Papers scatter everywhere. "You'll never guess what just happened to me!" he announces in a booming voice. **Mr. Grumpet** glances at his watch. Fifteen minutes have passed, and he has no idea where his remaining two staff members are.

"We have three agenda items to cover this afternoon," says **Mr. Grumpet**, and writes this on the board:

1. Basketball fund-raiser
2. Grade 7 team meetings
3. Purchase of Grade 8 science materials

Ms. Smith rolls her eyes and puts her head down on the table. She mutters “boring” under her breath.

“The basketball fund-raiser will be held on the first Saturday of December,” says **Mr. Grumpet**. “Our best students will play against a team of parents and faculty members. The money we make will be used for spring field trips. We’ll need volunteers to play basketball, take tickets, and run the snack bar.”

“I can’t do it,” says **Mr. Diamond**. “My kid has soccer practice on Saturdays.”

“My kids this. My kids that,” says **Mr. Frank**. “Whenever there’s work to be done, you disappear.”

“Why don’t you just shut up?” says **Mr. Diamond**.

It takes **Mr. Grumpet** more than five minutes to get the discussion back on track. He looks out the window just in time to see the two missing teachers headed for their cars.

The discussion moves on to seventh grade team meetings. **Mr. Benedict** throws a grape at **Ms. Markworth**. **Mr. Frank** complains that he can’t work with the teachers in his group and asks to be assigned to a different team in seventh grade.

Mr. Grumpet asks for **Ms. Beverly** to report on her progress in ordering the materials for the eighth grade science lab. **Ms. Beverly** says, “Was that due today? I’m so sorry... I meant to do it last night, but there was this great show on TV.”

Ms. Smith raises her head from the desk. “Meeting over,” she says. **Mr. Moller** bolts for the door, which bangs closed behind him.

ANALYZING THE STAFF MEETING

Respect

Negative behavior from the story:

Appropriate behavior:

Responsibility

Negative behavior from the story:

Appropriate behavior:

Teamwork

Negative behavior from the story:

Appropriate behavior:

SETTING GOALS

Lesson Descriptions

Setting Goals 1: Setting Goals

Why is goal setting important and how can I do it effectively?

Setting Goals 2: Decision Making

When I need to make a decision, how can I make the best one available to me?

Setting Goals 3: High School Choices

What ninth grade classes will help me reach my educational and career goals?

Note: This lesson requires coordination with your school counselor. You will need course information from the guidance department as well.

Setting Goals 4: Decision-Making Challenge

How can we use our decision-making skills to solve a practical problem?

PLANNING PYRAMID

GRADE 8, Unit 2, Setting Goals



Some Students Will:

- Seek further help in remedying academic deficits.
- Pose questions about high school course selection to their guidance counselor.

Most Students Will:

- List at least two components of successful goals.
- Given a scenario, suggest possible choices, and the pros and cons of each.
- Become familiar with additional terms for discussing course selection: *advanced placement* and *credit*.
- In choosing between two high school courses, weigh the pros and cons of each.

All Students Will:

- Understand and give an example of “beginning with the end in mind.”
- Use a checklist to evaluate his/her own study habits.
- Choose one study habit for improvement, and set a goal one month away.
- Recognize that they make choices every day, and that their decisions have consequences.
- Become familiar with terms for discussing course selection: *prerequisite*, *elective*, and *requirement*.



Grade 8

Setting Goals

Family Newsletter

Roads to Success

is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know?

The teen brain is a work in progress! new research shows that the part of the brain that guides planning doesn't reach maturity until after age 20. Scientists believe that discussing choices with your teen may build decision-making skills that last a lifetime.

Getting Ready for High School

Remember your child's first day of school? Maybe you sent her off with new supplies, a specially chosen outfit, or a pep talk about what to expect.

Getting ready for high school is just as important. You've probably talked to your teen about making responsible decisions when it comes to issues like drugs and alcohol. But he can also use your advice on the academic choices he's facing — what courses to take and why.

Here are some things to consider:

What courses are required for graduation? This varies from state to state and district to district. Your son or daughter's counselor will

provide details.

What does she want to do when she graduates?

Students planning to attend college will want to sign up for challenging math and science courses and a foreign language, too. They'll also want to aim for at least a B average. Most colleges expect good high school grades as evidence that students are ready for college work.



What special courses does your high school offer? Many schools offer courses with a career focus, from auto mechanics to aviation, computers to cosmetology. Some offer courses that count toward college credit while a student is still in high school.

What electives are available? Once your teen has signed up for all the required courses, there may be time left in the school day for other courses she'd like to take. Electives are a great way to learn new skills or discover new interests.

For more about college and careers, visit us at www.roadstosuccess.org.

Grade by Grade: Decision Making

Figuring out what high school courses to take isn't the only decision facing your teen.

The smaller decisions they make each day can make a difference. Teens may have difficulty seeing the importance of schoolwork until the moment of truth: the test, the report card,

graduation. Young people often need adult help thinking through consequences that are days or weeks away.

This year, we're getting eighth-graders to think about the cost of a missed opportunity. (If your son or daughter decides to spend the night playing video games, the **opportunity**

cost is the chance to study for tomorrow's test.) Life is full of these trade-offs, big and small.

Steps for making tough decisions:

- List possible choices.
- Think of the consequences (good and bad) for each choice.
- Weigh your options, then decide.

Setting Goals

The **BIG** Idea

- Why is it important to set goals and how can I do it effectively?

AGENDA

Approx. 45 minutes

- I. Warm Up: Habits of Highly Effective People (5 minutes)
- II. Goals That Work (10 minutes)
- III. Beginning with the End in Mind (15 minutes)
- IV. What's Your Goal? (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio pages 1–4, Eighth Grade Goals

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 11, The Two Big Questions of Life
- Student Handbook page 12, Beginning with the End in Mind

- ☐ Copies of academic resource list (See **Preparation**)

OBJECTIVES

During this lesson, the student(s) will:

- Identify three characteristics of goals that increase the chance they'll be achieved.
- Reflect on their current study habits and choose one study habit to improve.

OVERVIEW

This lesson advises that setting goals helps us move toward the lives we want. Students review tips for successful goal setting, then use a study skills checklist to make sure that they are practicing good study skills. At the conclusion of this lesson, students set goals to improve one study habit.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 11, The Two Big Questions of Life**
 - **Student Handbook page 12, Beginning with the End in Mind**
 - **Portfolio pages 1–4, Eighth Grade Goals**
- ☐ In advance of teaching this lesson, you should research what resources are available in your host school and community for students who may need additional academic support. The school counselor might have suggestions. You should get school administration approval on any outside resources that you would like to include. Create a list of resources to distribute to students and review during the discussion of study skills and setting goals.
- ☐ In this lesson, students will choose a study habit they want to improve. For the next month, you will need to check in with the students once every two weeks during the **Warm Up**. Students will fill out the reflection on **Portfolio pages 1–4, Eighth Grade Goals Reflection**, for the appropriate check-in date. After this first month, students should have monthly check-in dates on their study habits.
- ☐ Record the goal-setting check-in dates on your calendar as a reminder to revisit goals with your students.

BACKGROUND INFORMATION

This is the first in a series of four lessons devoted to setting goals and making decisions. By the end of the third lesson, students should be able to choose ninth grade courses with more confidence.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 11, Two Big Questions of Life** as a DO NOW. Give the students five minutes to answer the column that is labeled “My Life.” Once the students have completed their work, begin with the discussion written in the **Warm Up**.

For the **Warm Up**, if you think your students will guess the “**Mystery People**” (Martin Luther King Jr. and Oprah) too easily or have trouble identifying with them, you may choose to select two different people known for their humanitarian efforts as well as financial success. The website below includes possible candidates.

- **Academy of Achievement:** www.achievement.org

In the **Warm Up**, one facilitator chose to show a YouTube video called “Famous Failures” instead of having the students guess a second mystery person.

If time permits, during the **Wrap Up**, you may choose to have students create their own successful goals quote. They should be in line with the quote, “Begin with the end in mind.” A few volunteers can then share their quotes with the class.

To help students remember their goals from week to week, you can provide take home reminders for students to display their goals.

ACTIVITY STEPS

I. Warm Up: Habits of Highly Effective People (5 minutes)

1. [Let students know that over the course of the next three weeks, you're going to show them some goal-setting and decision-making strategies that will help them select their classes for next year—with purpose and without panic.]
2. [Announce that in preparation for thinking about their future lives, you'd like the students to think about the lives of a couple of famous people. You'll announce the accomplishments of two famous people. Students should raise their hands when they think they know who you're talking about. (See **Implementation Options** for suggestions.)]

Mystery Person #1:

- Graduated from high school at age 15
- Served as president of senior class while studying to be a minister
- Led a bus boycott that lasted for 382 days—when it was over, blacks and whites could ride on the bus as equals
- From 1957 to 1968, traveled more than six million miles and spoke 2,500 times against social injustice
- Got 250,000 people to march to Washington, D.C. and told them “I have a dream” (**Martin Luther King Jr.**)

Mystery Person #2:

- Started in radio and TV news while still a teenager
- Had their own TV talk show
- Has their own TV network
- Gives financial support to organizations that support women, children, and families
- In January 2007, opened a school for girls in South Africa
- Founded a magazine famous for solid self-help advice
(**Oprah Winfrey**)

3. **SAY SOMETHING LIKE:** It's pretty awesome to think about what these people have accomplished in their lifetimes. If we could learn their secrets to success, it would be great.

In Oprah's case, we have a clue. Her website and magazine include all kinds of tips for improving your life. According to Oprah's experts, you can figure out what you want to do in life by answering two questions similar to these.

[With a flourish, reveal **Student Handbook page 11, The Two Big Questions of Life** on the overhead. Ask a volunteer to read each question aloud.]

4. **SAY SOMETHING LIKE:** Your own personal answers to these questions can guide you to the things you want to do in life. [Pair students up.] Take two minutes to discuss these with your partner.

[Let students know who will go first, and let them know that they will each have one minute to speak. Give the signal to begin. After a minute, call time and give the second person a minute to talk.]

II. Goals That Work (10 minutes)

1. **SAY SOMETHING LIKE:** Let's take the example of an athlete. What are his or her goals when he begins a sports season? (*to be a valuable member of the team, to improve previous performance, to win the championship*)

What does she have to do at the beginning of the season if she wants to succeed? (*get in shape, train, practice skills*) These are the steps she will need to take to reach her goals.

In order to succeed, you need goals that work. How do you create them? Successful goals have three things in common.

2. [Using chart paper, an overhead projector, or the board, introduce and discuss the following three characteristics.

Specific (detailed, not general, or vague)

- Be specific so you can tell if you've done it or not: "I'll get a C or better" rather than "I'll improve."

Measurable (includes some quantity or element that can be measured)

- Example: "I'll get a B or better on the next math test."

Timed (establishes a time frame for accomplishing the goal)

- Give yourself a deadline, and make it close enough so that you're inspired to get going.

5. [Explain that students can use this criteria to create and evaluate their education and career goals.]

[Write the following goals on the board or overhead:

JESSICA: I want to buy an MP3 player.

TONY: I want to play on my school's basketball team.

EDGAR: I don't want to fail the eighth grade.]

[Write the three examples below on chart paper or an overhead transparency. As a class, go over Jessica's goal. Then divide the students into pairs and have each pair fill in the blanks for Tony and Edgar's goals. Then have the pairs share their results with the class.

JESSICA – Go to _____ to check prices. I will save _____ a week from my babysitting money, and I will buy the MP3 player in _____.

TONY – I will practice my _____ skills every _____. I will try out for the school team in _____(date).

EDGAR – I will bring my _____ grade up to a _____ by the next report card. To do that, I will _____.]

III. Begin with the End in Mind (15 minutes)

1. **SAY SOMETHING LIKE:** Another expert in setting goals, the author of a book called "Seven Habits of Highly Effective Teens," Sean Covey, says that in order to be successful, you have to "begin with the end in mind." What does he mean by this? [Give students a chance to respond.]
2. [Direct students to **Student Handbook page 12, Beginning with the End in Mind.** Read the first three examples out loud, and then give the students a few minutes to complete the remaining questions on their own.]

IV. What's Your Goal? (10 minutes)

1. **SAY SOMETHING LIKE:** Whatever your career aspiration is, all of you should have the same goal right now—graduating high school with the skills you'll need to be successful. In order to meet this goal, let's take a look at **Portfolio pages 1–4, Eighth**

Grade Goals. This is a list of study habits of good students. The more of these habits you make part of your life, the better you'll do in school. Guaranteed. In a few minutes, you're going to take an honest look at how you approach your schoolwork.

2. **SAY SOMETHING LIKE:** Write today's date in the first box at the top left of the page, labeled "**Today's Date.**" [Demonstrate using a transparency of **Portfolio pages 1–4, Eighth Grade Goals** and the overhead projector.]

3. **SAY SOMETHING LIKE:** Then read each study habit, and put a check in the box that best describes your behavior.

N for never

S for sometimes

A for always

[Model this on the overhead projector.]

Remember, you're rating your performance right now, not what you think you should do or what you hope to do in the future. [Give students a couple of minutes to complete this task.]

4. **SAY SOMETHING LIKE:** Next, I'd like you to choose one study habit that you'd like to improve. This will be your goal for next month. Circle that goal in the column under today's date. [Demonstrate.]
5. **SAY SOMETHING LIKE:** For this first month, we are going to check in every two weeks. After this month, we'll check in once a month for the rest of the school year. Let's write the first check-in date in the second column. [Specify a class meeting date that's two weeks away. Then record the second check-in date on the overhead. This should be a month away. Instruct students to record these dates on their **Eighth Grade Goals** chart.]
6. Where else could we record these check-in dates to make sure we don't miss any of them? [Allow students to respond.] How many of you use a planner to record your homework and assignments? [Show of hands.] Many adults use planners or calendars to keep track of their appointments and tasks. [Instruct students to take out their planner/agenda. Then instruct the students to record the first two check-in dates in their planner or agenda. Record these dates in your own planner/agenda as well.]

7. [Refer students to the follow-up questions on **Portfolio pages 1–4, Eighth Grade Goals Reflection** and give them a few minutes to complete it.]
8. [Ask the students if any of them identified after-school tutoring (or whatever your school provides) as one of the things that might help them to meet their goal. Distribute the academic resource list (see **Preparation**) and encourage students to seek additional help if they need it.]

IV. Wrap Up (5 minutes)

1. [Congratulate the students on all their hard work. Tell them they have already come a long way in a very short time. Thinking about how to make choices today that will help them achieve their goals further down the road is a crucial part of being successful.]
2. [Tell them that next week they'll learn a decision-making strategy that will help them to make good choices—in school and out.]

The Two Big Questions of Life

What experiences do you want to have during your lifetime?

What kind of impact do you want to have on the world?

Adapted from Oprah.com, Life Coach Martha Beck

Beginning with the End in Mind

1. If I wanted to make the high school basketball team, I might play on the middle school team and shoot hoops on the weekends.

2. If I wanted to buy a new PlayStation®, I might save my money by not buying candy after school.

3. If I wanted to become a pilot, I might call up flying schools to find out about licensing and minimum age requirements.

4. If I wanted to compete on American Idol, I might...

5. If I wanted to go to college, I might...

6. If I wanted to get a better grade in math, I might...

7. If I wanted to _____, I might...

This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



EIGHTH GRADE GOALS

Every month, you will pick **one** habit that you want to improve. For the first month we will be checking in every two weeks. For the rest of the year we will be checking in once a month. If you have a “no,” your goal is to make it a “sometimes.” If you have a “sometimes,” your goal is to make it an “always.” Once you’ve reached one goal, you can move on to another. By the end of the year, you’ll be a super student (if you’re not already)!

N= No S= Sometimes A= Always

STUDY HABITS	Today’s Date			Check-In Date 1			Check-In Date 2			Check-In Date 3			Check-In Date 4			Check-In Date 5		
	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?																		
2. Do I arrive at school on time?																		
3. Do I come to class prepared?																		
4. Do I write down homework assignments in the same place, every day?																		
5. Do I stick with a class assignment or task until it is done?																		
6. Do I ask a teacher or another student for help when I don’t understand something?																		
7. Do I take part in class discussions or activities?																		
8. Do I complete all class assignments and projects?																		
9. Do I complete all homework assignments and projects?																		
10. Do I always check to see if I have all of my materials before I leave school?																		
11. Do I look at my notes every day in order to review what I have learned?																		
12. Do I have a time and place when I study for each subject?																		
13. Do I know where to go for extra help?																		
14. Do I get the extra help I need?																		

This is a checklist of good study habits. The more "always" answers you have, the better you'll do in school.



EIGHTH GRADE GOALS

Every month, you will pick one habit that you want to improve by the next check-in date.

N= No S= Sometimes A= Always

STUDY HABITS	Check-In Date 6			Check-In Date 7			Check-In Date 8			Check-In Date 9			Check-In Date 10			Check-In Date 11		
	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?																		
2. Do I arrive at school on time?																		
3. Do I come to class prepared?																		
4. Do I write down homework assignments in the same place, every day?																		
5. Do I stick with a class assignment or task until it is done?																		
6. Do I ask a teacher or another student for help when I don't understand something?																		
7. Do I take part in class discussions or activities?																		
8. Do I complete all class assignments and projects?																		
9. Do I complete all homework assignments and projects?																		
10. Do I always check to see if I have all of my materials before I leave school?																		
11. Do I look at my notes every day in order to review what I have learned?																		
12. Do I have a time and place when I study for each subject?																		
13. Do I know where to go for extra help?																		
14. Do I get the extra help I need?																		

Goal Setter Follow-Up Questions

1. What study skill did you pick to work on?

2. What difficulties do you imagine you might have improving this study skill? (For example, forgetting to bring home your homework or getting distracted by your friend in math class.)

3. Who or what do you think can help you meet your goal of improving this study skill?

Check-In Date 1

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 2

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Decision Making

The **BIG** Idea

- When I need to make a decision, how can I make the best one available to me?

AGENDA

Approx. 45 minutes

- I. Warm Up: How We Make Decisions (5 minutes)
- II. Opportunity Costs and the 3Cs (35 minutes)
- III. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 13, Decision Making 101
- Student Handbook page 14, Choices and Consequences (Scenarios)
- Student Handbook page 15, Choices and Consequences (Questions)

☐ FACILITATOR RESOURCES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Choices and Consequences Example
- Facilitator Resource 3, Choices and Consequences Example Answer Key

- ☐ Extra copies of **Student Handbook page 15, Choices and Consequences (Questions)**

OBJECTIVES

During this lesson, the student(s) will:

- Recognize that there's often more than one choice in a given situation, each with its own consequences.
- Recognize the usefulness of listing the pros and cons to determine the viability of a given choice.
- Given a problem to solve, use the 3Cs model of decision making to list choices and the pros and cons of at least one of the choices.

OVERVIEW

In this lesson, students examine the decision-making process from several angles. 1) How do people make decisions? 2) What's the "opportunity cost" of the path not taken? and 3) How can the 3 C's decision model (identify a challenge, determine choices, and weigh consequences) help them make choices?

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write today's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, Choices and Consequences Example**
 - **Student Handbook page 13, Decision Making 101**
 - **Student Handbook page 14, Choices and Consequences (Scenarios)**
- ☐ Copy the four decision-making strategies, labeled a, b, c, and d in **Activity I**, Item 2, onto the board or chart paper for reference in **Activities I and III**.
- ☐ You may want to make extra copies of **Student Handbook page 15, Choices and Consequences (Questions)** for those students who finish early and want to try a second scenario.

BACKGROUND INFORMATION

Middle school students often make decisions with little examination of possible consequences. This isn't done intentionally to aggravate adults; early adolescents are "concrete in their perspective-taking" and react mostly to immediate concerns. Older teens develop an ability to think abstractly, which permits them "to entertain hypothetical situations" (Balter, Lawrence). Young adolescents need adult guidance in making decisions that will impact their futures.

"Opportunity cost," as it is used in this lesson, is a term borrowed from economists, part of an "economic way of thinking" described by the National Council for Economic Education. For every

choice that's made, there's the rejected alternative, the "opportunity cost." (It may be easier for students to understand this if they think of it as the "missed opportunity.") For example, a student may decide not to go to college because he'd rather earn money as soon as he graduates from high school. His "opportunity cost" is the higher salaries he could earn with a college degree. It's not necessary that students master this concept; what's needed is practice in posing multiple alternatives and linking current behavior to a later consequence. We've selected "opportunity cost" as a way to think about decision-making strategies without blame and judgment for less-than-ideal choices.

VOCABULARY

Opportunity cost: Your second choice; what you gave up so you could have your first choice.

Consequence: Result; outcome.

Pro: A plus; an argument in favor of doing something.

Con: A minus; an argument against doing something.

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.)

Question:

1. What was the most important decision you ever made? Explain your decision and how you made it.

[Give the students three minutes to answer this question. Call on students to volunteer their answers. Then continue the **Warm Up** as written.]

In **Activity II, Opportunity Costs and the 3Cs**, you may choose to have students work in pairs when analyzing the **Choices and Consequences (Scenarios)**.

ACTIVITY STEPS

I. Warm Up: How We Make Decisions (5 minutes)

1. **SAY SOMETHING LIKE:** Hello, everyone. Last week, we talked about setting goals and making a plan to reach them. We identified high school graduation as our goal and identified one study habit to improve by the end of the month. Raise your hand if you made some improvement with your study habit this week. [Have one or two students share what they did. Ask if they had any challenges doing that step and what they did to overcome it. Then ask one or two volunteers who struggled to improve their study habit, what problem or roadblock they faced.]
2. **SAY SOMETHING LIKE:** Next week, we'll do a formal check in to evaluate the progress you are making. Today we are going to talk about how to make smart choices when you're faced with challenging and important decisions. First, let's see how you usually approach a big decision. Read these four decision-making techniques to yourself. Then I'll read them aloud, and you raise your hand to choose the one that best describes you. Ready? "When I have a big decision to make, I ...
 - a) Ask my friends or parents what to do.
 - b) Get lots of information, then weigh the pros and cons of each choice.
 - c) Go with my gut feeling.
 - d) Put off the decision until the last minute, and then choose fast without thinking.

II. Opportunity Costs and the Three Cs (35 minutes)

1. **SAY SOMETHING LIKE:** The truth is—most people use all of those decision-making strategies some of the time. Pizza topping? Go with your gut—whatever strikes you. What do you wear on the first day of school? Some may ask a friend. But for some decisions, it's good to have a more thoughtful strategy in mind. If you weigh all your options carefully, you can find the choice that's best for you.

Did you ever hear someone talk about a "missed opportunity?" (Show of hands.) It's the thing you don't get to do because you chose to do something else. People who study economics even have a name for the missed opportunity, your second choice, the thing you decide not to do. It's called an **opportunity cost**.

2. [Refer students to **Student Handbook page 13, Decision Making 101.**]

SAY SOMETHING LIKE: If you decide you want pizza for dinner, your opportunity cost is the hamburger you could have had instead. Notice there's no real consequence if you make the "wrong" choice in this example. In the second example, if you decide to spend your evening playing video games, your opportunity cost is time to do homework. Any possible consequences here? [Allow students to respond.]

The key to making good decisions is to be aware of all your choices and the consequences for each.

3. [Assign pairs. In the pairs, have students come up with one situation where the consequences of a decision are important, and one where they aren't. Give them two minutes.]
4. **SAY SOMETHING LIKE:** For the big decisions, you can use the 3C strategy. [Refer students to the list at the bottom of **Student Handbook page 13, Decision Making 101.**]

STEP 1: CHALLENGE

Name the problem. What decision do you have to make?

STEP 2: CHOICES

List all the possible choices.

STEP 3: CONSEQUENCES

Think about what will happen if you make each choice. List the pros (the good possibilities) and the cons (the bad possibilities).

5. [Display **Facilitator Resource 2, Choices and Consequences Example** on the overhead projector. As a class, work through this example, recording the students' responses on the overhead projector. Then instruct the students to turn to **Student Handbook page 14, Choices and Consequences (Scenarios)**. Explain that these scenarios describe something that might happen to someone their age. The person in the story has already made one decision. The group is to decide what that decision was, and figure out some ideas for what the person in the story could do next. They should consider every possibility, even if some seem silly at first. Explain that this worksheet is a way to practice using the 3C strategy so that it becomes second nature. When they are faced with a difficult situation, they may only have a few seconds to make their decision. And when faced with a huge decision—like where to go to college—writing things down can really help clarify their ideas.]

6. [Have students work in groups to answer the questions for one of the scenarios. You may wish to teach a strategy to encourage full participation as students list pros and cons. For example, have group members go around the table and take turns speaking, or take turns recording their answers on a common piece of paper.]

V. Wrap Up (5 minutes)

1. [When groups have finished, process the activity by asking the following questions:
 - Was it helpful to list the choices, pros, and cons? Why or why not?
 - What kinds of decisions would the challenge/choices/consequences strategy work best for?
2. **SAY SOMETHING LIKE:** Next week when we see each other you'll have a chance to use the 3 Cs in a real-life decision that each of you will face very soon: picking your classes next year for high school.

DO NOW

Setting Goals 2: Decision Making

Directions: You will have three minutes to read the question below and write your response.

1. What was the most important decision you have ever made? Explain your decision and how you made it.



Choices and Consequences Example

Example: You stay after class talking to your fourth period social studies teacher about making up an assignment you missed. The bell rings before you get to your fifth period class. You try to slip in quietly and sit down, but the teacher starts making a huge deal about how late you are. Everybody is watching.

1. What choice has this person already made?

2. What's the opportunity cost of this choice? (What choice can this person no longer make?)

3. Write the **CHALLENGE** facing this person now.

4. List as many **CHOICES** as you can.

5. Choose one of the choices listed above and list the **CONSEQUENCES** (**Pros** and **Cons**) in the boxes below.

CHOICE: _____

CONSEQUENCES:

Pros	Cons



Choices and Consequences Example Answer Key

Example: You stay after class talking to your fourth period social studies teacher about making up an assignment you missed. The bell rings before you get to your fifth period class. You try to slip in quietly and sit down, but the teacher starts making a huge deal about how late you are. Everybody is watching.

1. What choice has this person already made?

To stay and talk to the social studies teacher, to arrive in class with no late pass.

2. What's the opportunity cost of this choice? (What choice can this person no longer make?)

Chance to be on time.

3. Write the **CHALLENGE** facing this person now.

Making the teacher understand what happened, sitting down and getting to work.

4. List as many **CHOICES** as you can.

- *Apologize.*
- *Apologize now and explain what happened later.*
- *Go to the office and get a late pass.*
- *Get angry and try to defend my point of view.*

5. Choose one of the choices listed above and list the **CONSEQUENCES (Pros and Cons)** in the boxes below.

CHOICE: *Apologize.*

CONSEQUENCES:

Pros	Cons
<i>Teacher will get off my case, and class can get to work.</i>	<i>Teacher won't realize it wasn't my fault.</i>

Decision Making 101

When you make a choice, you have to give something up. The second-best choice is called “the opportunity cost.” The opportunity cost is the thing you gave up so you could have your first choice.



Your choice

Your opportunity cost



Your choice

Your opportunity cost



Decision-Making Strategy:

1. CHALLENGE (State the problem.)
2. CHOICES (List all possible solutions.)
3. CONSEQUENCES (State the pros and cons of each choice.)

Choices and Consequences (Scenarios)

In each scenario, a choice has already been made. Pick one scenario and answer the questions on **Student Handbook page 15, Choices and Consequences (Questions)**.



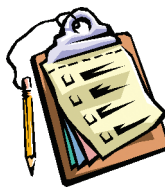
1. You are standing by your locker talking with a few of your friends. You are about to head to your last class for the day when one of your friends suggests that you all cut class to go to the mall. You know your science teacher is reviewing for a big test at the end of the week, but you figure you can always worry about that later. You grab your backpack and slip out the side door with your friends.



2. For two years, you've been part of a mentoring program. You are assigned to an adult "Big Sister," and every other Saturday you get together and go see a movie, play laser tag, or go out to lunch. Lately, you've been wanting to spend more time with your friends on the weekend. This Saturday, you don't wake up until 10:30, too late to be at your Big Sister's house by 11:00 (when you said you'd be there).



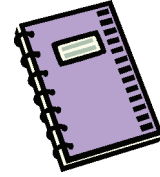
3. You and your mom have been fighting a lot. She just found out you've been talking on the computer to kids she doesn't know, and she's furious. You say a bunch of mean things, go into your room, and slam the door.



4. Your math teacher hands back a test you took last week. When you see your grade, you can't believe your eyes. A 55! You have no idea what you were doing the night before the test, but you're pretty sure it wasn't studying. You're starting to get worried that you're going to fail.

Choices and Consequences (Questions)

Scenario # _____



1. What choice has this person already made?

2. What's the opportunity cost of this choice? (What choice can this person no longer make?)

3. Write the **CHALLENGE** facing this person now.

4. List as many **CHOICES** as you can.

5. Choose one of the choices listed above and list the **CONSEQUENCES** (**Pros** and **Cons**) in the boxes below.

CHOICE: _____

CONSEQUENCES:

Pros	Cons

High School Choices

The **BIG** Idea

- What ninth grade classes will help me reach my long-term educational and career goals?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Planning for Success (15 minutes)

III. A Good Course to Follow
(20 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 16, High School Vocabulary
- Student Handbook page 17, Questions to Ask My School Counselor
- Student Handbook pages 18–19, High School Decisions
- Student Handbook page 20, Course List

- ☐ Sample packet of local school district's ninth grade course selection forms and information (e.g., background information on course selection process, student data form, listing of ninth grade courses with syllabus, course selection form, etc.)

OBJECTIVES

During this lesson, the student(s) will:

- Use the 3C (challenge-choices-consequences) decision-making model to practice choosing courses for their freshman year of high school.
- Understand key high school vocabulary words.

OVERVIEW

In this lesson, students practice the decision-making skills they learned in the previous Roads to Success class. In a preview of the local district's course selection process, they decide which courses to take in ninth grade. This class will require pre-planning and collaboration with your school counselor to identify and assemble information and forms used in course selection. Some schools may elect to use this class for official course selection by inviting the school counselor to co-facilitate.

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 16, High School Vocabulary**
 - **Student Handbook pages 18–19, High School Decisions**
- ☐ You will need to contact local school officials well in advance of this lesson to identify and assemble necessary information and forms to guide the course selection process for eighth graders transitioning into high school in your district. This packet of information should include a listing of ninth grade courses, the course selection card or form, and any other information needed to help students and their parents understand the ninth grade course selection process. If you are unfamiliar with this procedure, you will need to meet with the appropriate school personnel to become better acquainted with the processes involved.
- ☐ In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson.
- ☐ Sign into RUPrepareND.com and print out the "Recommended Courses" for 30 careers. This can be found by clicking on the **Career Cluster** link on the What to Learn tab of any career profile.

VOCABULARY

Preliminary: Introductory; leading up to the main part or event.

IMPLEMENTATION OPTIONS

You may wish to have the school counselor (high school or eighth grade) co-facilitate this lesson. The counselor can bring in official school forms for course selection, explain how to fill them out, and explain the process involved in getting assigned to the classes students select. As the students work on the activity in **Part III**, both you and the school counselor can be available to assist and make recommendations.

In **Activity III, A Good Course to Follow**, you may choose to list the pros and cons for a particular course selection as a class.

In **Activity III**, if your students have most of their ninth grade courses selected for them, have them identify courses they'll want to take as upperclassmen to prepare for careers of interest. Provide a list of suggested courses for 30 popular careers. (See **Preparation**.) In class, have students find courses they can take later in high school that would match suggestions.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Pop quiz. How many of you can remember all three words that the Cs stand for in the decision-making strategy that we learned last week? If you don't remember, you can refresh your memory on **Student Handbook page 13, Decision Making 101**. Once you know what each of the 3Cs stands for, hold up three fingers in the air. [Call on students to tell you what they stand for and to summarize each step.]
2. The real-world challenge that each of you is going to be facing later this year is picking your courses for ninth grade. By the end of the class today, you should have a pretty good idea of classes that you'll be interested in taking next year, as well as an understanding of what the pros and cons of certain choices are.

II. Planning for Success (15 minutes)

1. **SAY SOMETHING LIKE:** There are a few vocabulary words that are essential for selecting high school courses. We need to make sure everyone is familiar with them before we begin researching and selecting courses.

[Refer students to **Student Handbook page 16, High School Vocabulary**. Read and discuss each one aloud. If there are additional vocabulary words that are specific to your local high school, write them on the board and have students add them to their sheets.]
2. As you probably gathered from the word "requirements," you don't get to pick all of your classes in high school. Some of them are picked for you by your school counselor depending on the courses you've taken in middle school and your performance in them. Today you are going to be making a **preliminary** list of courses for next year [refer students to the definition on the board]. Your final course selection will be made with your school counselor in the spring. My goal for you is to become familiar with the material so you can start thinking about what you might like to take next year. This way when it comes time to pick your ninth grade classes for real, you'll already be ahead of the game.
3. What things should you consider when picking your courses? [Write the ideas they come up with on the board. Encourage them to think of things like: *college, what they're interested in, how challenging a particular course is, what job they hope to*

eventually have, what they're good at and what they'd like to get better at, what fits into their schedule, what classes they've enjoyed in the past, what the prerequisites are for the class.]

4. If you're not sure, you should take courses that prepare you, just in case. If you have questions about this, talk to your guidance counselor.

[If you have capable students who aren't planning on taking college courses, you may point out that people can decide to enter college at any age, and can take courses to get ready at a local community college if they haven't had them before. But the opportunity cost for postponing these pre-college courses is that 1) these courses will cost money later on, and 2) adult students often have to fit school into a schedule that includes other responsibilities—like a job or family. Now is a great time to take college prep courses—while it costs them nothing and school is their main responsibility.]

III. A Good Course to Follow (20 minutes)

1. [Tell students that they are going to spend the remainder of the class figuring out what courses to take next year.]

[Give each student a copy of your district's ninth grade courses (course syllabus should be included).]

Instruct students to turn to **Portfolio page 20, Course List**. Remind students that the chances are extremely high that each and every one of them will be enrolled in an English, math, science, and social studies course next year. As they can see, there are already spaces marked off for each of these classes. Instruct students to look through the courses for each subject listed on the ninth grade course listing. If they have any choices, they can write the type of English, math, or science class that they'd prefer to take next to it. **Note:** If you are using the official course selection form from the school, students do not need to write their selections on **Student Handbook page 20, Course List**. Photocopy the official course selection forms and add them to the students' portfolios.]

2. [Once students have completed their required course selection, direct their attention to **Student Handbook pages 18–19, High School Decisions**.]

SAY SOMETHING LIKE: Of course, the “challenge” is finding high school courses that will lead to the kind of work you're interested in. How do you determine what

your “choices” are? You all just decided between courses that will fulfill a particular **requirement**, like advanced or regular English. In other cases, you’ll need to choose among various **electives**.

Let’s have a look at the example. Here, a student is trying to decide whether to take art or chorus. They’ve drawn a line connecting two courses to show that the choice is one or the other. Read through the pros and cons they’ve listed. What do you think they will choose? [Allow students to respond.]

You can use **Student Handbook pages 18–19, High School Decisions**, in the same way. Write down each course you’re undecided about. Then list the pros and cons of taking it under “consequences.” If you’re trying to decide between two or three courses, write them in boxes that are next to each other and connect them as shown in the example.

3. [Once students have made a decision, they should circle the course they’ve selected and add it to whatever school course selection document you’re using (either the official course selection form from the school or **Student Handbook page 20, Course List**). **NOTE:** students don’t have to use the **High School Decisions** sheet for all of their courses, just those they’re uncertain about; You may want to have them try at least one so they can practice the decision-making strategy. Pass out the high school course material and allow students to work independently, providing assistance as needed. (See **Implementation Options** for suggestions.)]
4. [Have students turn to their **Student Handbook page 17, Questions for My School Counselor**. Give students a few minutes to write down any questions they had as they were making their course selections. Collect these question sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor(s) plan for course selection sessions with the students.]

IV. Wrap Up (5 minutes)

1. [Ask students if/how having a career goal helped their course selection. Remind them that a good high school education is the foundation for keeping their options open to countless future opportunities.]
2. [Suggest options (seeing you during your office hours, visiting the school counselor, talking to their parents) for those who need more assistance or time to complete their course selection.]

High School Vocabulary

- **Prerequisites:** Courses you have to take in order to take a harder course, for example, Math I is a prerequisite for Math II.
- **Electives:** Courses you choose to take. This could be art, drama, journalism, or a new language.
- **Requirements:** Things you must do; courses you must take. For example, in most high schools four years of English is a requirement to graduate. It's important that you know what the graduation requirements are in your school so that you can be sure to meet them by the end of four years.
- **Advanced Placement (AP) Classes:** Challenging courses that give students the opportunity to earn college credit while still in high school. Students must successfully complete final exams to get credit. (Students rarely take AP classes before 11th grade.)
- **Credit:** Recognition by a school that a student has successfully passed a course. You can think of credits as the number of points you need to graduate. For each class you take and pass, you'll earn a set number of credits toward graduation.

Name: _____

Grade: _____

Section: _____

QUESTIONS TO ASK MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions that you'll want answers to. So that you don't forget what you want to ask your guidance counselor when the time comes to select your actual ninth grade courses, write your questions in the space below.

1. _____

2. _____

3. _____

4. _____

5. _____

Make difficult choices easier by listing the pros and cons of each.



HIGH SCHOOL DECISIONS

CHALLENGE: Find high school courses that match your career goal.

You can use the **CHALLENGE-CHOICE-CONSEQUENCES** strategy to help decide what ninth grade courses to take.

Use this form to consider the courses you're not sure about. Write the course name in the box, and the **pros** (reasons to take it) and **cons** (reasons not to take it) next to it. Circle the courses you decide you want to take.

Note: If you're trying to decide between two courses (for example, music and art), write them in boxes next to each other and connect them as shown.)

EXAMPLE:

CHOICE		CONSEQUENCES	
	Art 101	Pros There weren't any art courses in my elementary school, and I love art! This would be a great chance for me to see how much I can learn and if a career in art is for me.	
		Cons Only got Cs in art in seventh and eighth grade, and teacher didn't recommend me for high school art.	

CHOICE		CONSEQUENCES	
	Chorus	Pros A couple of friends and I got a high mark in a state singing competition, auditioned for chorus and got in.	
		Cons Chorus and art meet at same time and I can't take both. I can sing any time, any where, including the church choir. I don't want to miss the chance to take art.	

CHOICE

CONSEQUENCES

Course Name	Pros
	Cons

CHOICE

CONSEQUENCES

Course Name	Pros
	Cons

CHOICE

CONSEQUENCES

Course Name	Pros
	Cons

CHOICE

CONSEQUENCES

Course Name	Pros
	Cons

Use this form to list your
classes for next year.



COURSE LIST

Once you have decided which classes you are going to take in high school, please list them in the space provided below. Take a look at the example provided below to see how you should list your classes for next year. **(Note:** if your school has an official course request form for you to complete, you can use it instead of this page.)

NINTH GRADE CLASSES (Example)

CLASS TITLE	REQUIREMENT	SEMESTERS
1. FRESHMAN ENGLISH LITERATURE	YES	2
2. ALGEBRA I	YES	2
3. BIOLOGY	YES	2
4. THEATER	NO	1
5. GLOBAL HISTORY	YES	2
6. FRENCH	NO	1

CLASS TITLE	REQUIREMENT	SEMESTERS
1. MATH: _____	YES	2
2. ENGLISH: _____	YES	2
3. SCIENCE: _____	YES	2
4. SOCIAL STUDIES: _____	YES	2
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

Decision-Making Challenge

The **BIG** Idea

- How can we use our decision-making skills to solve a practical problem?

AGENDA

Approx. 45 minutes

- I. Warm Up: Making Decisions... Together (5 minutes)
- II. Stay or Go? (10 minutes)
- III. The Challenge (10 minutes)
- IV. This Land is Your Land (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio page 26, Grade 8 Skills Checklist (Setting Goals skills only)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 21, The Story of Your People

☐ **FACILITATOR RESOURCE PAGES:**

- Facilitator Resource 1, This Land Is Your Land: Decisions

- ☐ Ten or more “footprints,” to create a path across the room

- ☐ Poster board or computer paper

- ☐ Lined paper

- ☐ Pencils, paper, colored pencils

- ☐ Two rolls of tape

OBJECTIVES

During this lesson, the student(s) will:

- Adapt their decision-making skills to a group activity.

OVERVIEW

In past weeks, students have explored the ways people make decisions and learned to use a decision-making model that will help them think before they act. In this lesson, they discover that this same model applies to making decisions with a group. By participating in challenging activities, they put what they've learned into practical—and fun—group action.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 1, This Land Is Your Land: Decisions**
 - **Student Handbook page 21, The Story of Your People**
- ☐ Make seven copies of **Facilitator Resource 1, This Land is Your Land: Decisions** for each of your classes.
- ☐ Before students arrive, write the 3C model on the board or chart paper: IDENTIFY THE CHALLENGE, DETERMINE YOUR CHOICES, WEIGH THE CONSEQUENCES.
- ☐ For **Activity III**, figure out how many giant footprints (approximately two feet long) it will take to make a single footpath across the room, when chairs and desks are pushed out of the way. (Often 10 footprints will do it; add one if you have an odd number to make it even.) Then, make that number of footprints, cutting out the shape from poster board or cardboard. Keep in mind that kids will step on the footprints, so they must not rip easily. Mark half the footprints (with an X, a red circle, or make them a different color), so you have two distinct sets.

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 projector, 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, This Land is Your Land.**)

Questions:

1. In your opinion, what types of decisions require advance planning?
2. What is the most important thing you learned about decision making in this unit?

[Then call on students to read their answers, and then discuss the **Warm Up** as written.]

For **Activity III**, instead of footprints you can use pieces of cardboard or flat boards. If you think you will be unable to carry out this activity in your classroom, you may have the students complete this exercise in the hallway. You could also try to secure a larger space like the gym.

Activity IV can easily fill an entire class period. In the interest of time, you may wish to assign a single decision you'd like your students to work on.

If you think you will run short on time in this lesson, you may choose to skip **Activity III, The Challenge.**

ACTIVITY STEPS

I. Warm Up: Making Decisions...Together (5 minutes)

1. [When students have taken their seats, briefly ask them to review what they learned in the past few weeks about how people make decisions. Do we all make decisions the same way? What kinds of decisions require strategizing beforehand?]
2. [Point to the board and ask students to comment on the 3C decision-making model. Have they seen it in action outside the classroom? Have they tried it yet themselves?]
3. **SAY SOMETHING LIKE:** Using the 3C model will help you make good decisions. And it's not only true for you as individuals, but it's also helpful when you're part of a group. Today, we're going to play some games that rely on group decisions, and we'll put the 3C model to the test.

II. Stay or Go? (10 minutes)

1. [Tell the students that you are going to read them a story, which will be the basis for a group activity. While they're listening they are to imagine they are all one "people," and the story is about them.]
2. [Instruct students to turn to **Student Handbook page 21, The Story of Your People**. Then read the story out loud.]
3. When you finish, **SAY SOMETHING LIKE:** Usually, when a group faces a dilemma like the one described in the story, some people will think, "I can live with that," and others will think, "It's time to leave." And, of course, there will be pros and cons to both sides. So, to decide what your people should do, you're going to break into small groups, weigh the pros and cons of staying, and leaving, and make a group decision as to which you think is right. Then, each group will present their decision to the class.
4. [Divide the students into groups of five or six. Instruct them to use the 3C model to weigh their options, and decide. They must write everything down (challenge, choices, consequences), and be ready to present it in five minutes.]
5. [Allow the students five minutes to generate their lists. Then ask a volunteer from each group to read their decision, along with their reasons. When all groups have presented their cases, tell the students you will now decide—as one large group—

what their people should do. “All in favor of staying, raise your hands.” Count the vote. “All in favor of leaving, raise your hands.” Count the vote, and announce the group decision.]

III. The Challenge (10 minutes)

1. ***If the group decided to stay, SAY SOMETHING LIKE:*** Even though you’ve chosen to stay, the leader has heard your complaints, and decided it would be best, in the long run, to give you your own land. But to prove yourselves worthy, you must complete this challenge.

If the group decided to leave, SAY SOMETHING LIKE: You have been granted permission to leave. But first, you must prove yourselves worthy, by completing this challenge.

2. [Reshuffle the students into two new groups. Send each group to a different side of the room, so they are opposite each other.]
3. [Give one group the set of plain footsteps. Give the other group the set of marked footprints. Give each group a roll of tape.]
4. [Explain that each group has to get their members from one end of the room to the other. “So this group (point to one group) will end up over there (point across the room). And this group (point to the group currently on that side) will cross over to there (point to where the first group is).”]
5. [Display the rules below on chart paper or an overhead transparency. When everyone seems to understand that, essentially, they switch sides, explain the following rules:
 - You can only step on the footprints; you can’t touch the floor at any time.
 - Once you put down a footprint, you can’t move it unless you pick up all the footprints and start all over from your starting point. Use the tape to keep the footprints in place; remove the tape to move them.
 - Once you step on a footprint you can go forward but not back.
 - No running, pushing, jumping, or climbing.

Suggest that the groups use their decision-making skills to talk through their options, before putting down the prints. Then say, “Go!”

Most students will think in terms of “their group” only, and will be unable to find a way to cross with so few footprints. Encourage them to keep thinking, and after five minutes, if they’re still stumped, give them a hint: What about working together, and helping each other? There’s no rule about the two groups not talking to each other, or sharing ideas and resources.

At this point, some students will probably see that if they lay out the footprints to meet in the middle, they will be able to cross. Then they will begin to work as a new “group” comprised of both groups, and try to arrange the footprints so the groups can get around each other, or go one at a time.

If the groups don’t see the answer, keep dropping hints until they do, and hurry them along to make the 10-minute deadline!]

IV. This Land is Your Land (15 minutes)

1. [Congratulate the groups on escaping, and **SAY SOMETHING LIKE:** You have reached your new land, and now it’s time to make some decisions about what kind of a place it will be. In this next activity, you will create your own country.]
2. [Ask the class to organize into groups of four or five students. Display **Facilitator Resource 1, This Land Is Your Land: Decisions** using an overhead projector or chart paper.]
3. [Tell each group to pick a category. They will have 10 minutes to come up with a decision for their category. Then they will present their decision to the class, explaining what their choices were, and how they arrived at their final decision. Remind students that classroom rules still apply. It’s not OK to create a country where groups of people — women, men, people of a particular ethnicity or social group — are mistreated or excluded.)

Students may use poster board or computer paper and colored pencils to draw flags or fashions. To write out a list of laws or the words to a song, students should use lined paper.]

4. [After 10 minutes, invite the groups to present their choices and explain how they arrived at their decisions.]

V. Wrap Up (5 minutes)

1. [Praise your students for making good decisions, and for successfully applying the 3C model to a group activity. Encourage them to use this model to help them with other group decisions, like at home, or when they are with friends.]
2. [Then, if possible, wave the group's new flag, give the students their new country's salutation, and dismiss class.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 26, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Setting Goals Skills.

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
Choose high school courses with a future career in mind.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EXTENSION ACTIVITIES

Suggest that students play these games with friends, family, or any other groups to which they belong. Invite them to report back to the class with the results.

Also, "This Land is Your Land" makes an excellent after-school or club activity, and offers many opportunities for students with different talents to contribute.

This Land is Your Land: Decisions

1. Your country needs a name, and a slogan that sums up what it stands for (e.g. America: Land of the Free, or New Hampshire: Live Free or Die.)
2. What type of government do you have? Democracy (rule by the people)? Theocracy (religious authority)? Dictatorship (one absolute ruler)? Other? Elect a leader and some officials.
3. Define a few of your laws.
4. Design a flag, with symbols that represent what you believe in.
5. Draw a picture of your money. Whose face is on it, and why?
6. Choose an animal to be your mascot. What attributes does it have that represent your country?
7. Write the words to a national anthem.
8. What language do you speak? How do you say hello and goodbye? What other words are special to your people?
9. What kinds of fashion do you wear to special occasions? Design a representative outfit for your leader to wear.
10. Create a holiday to celebrate your country. Describe and explain your party traditions.

THE STORY OF YOUR PEOPLE

You live on a beautiful, sunny island, with great beaches and green mountains and fruit growing on trees everywhere. There are “all you can eat” fruit buffets every breakfast, lunch, and dinner. There’s no school or work, and everyone just sits around all day and smiles at each other. There is never any war.

You can always hear the birds singing, since the government banned all noise except what’s natural. There are no blaring car horns, because there are no cars. There are no screaming guitars or poetic rappers or off-key karaoke singers, because music is no longer allowed. Talking isn’t permitted, either, in order to make sure no one says anything hurtful or politically incorrect. There’s one leader and everyone does what she says, or else they disappear and are never seen again. It’s easy to be happy, as long as you stay in your seat, don’t make noise, and remember to smile.

CHALLENGE:

CHOICE	CONSEQUENCES	
	Pros	Cons

CAREERS

Lesson Descriptions

Careers 1: Interest Inventory

How can taking a career interest inventory help me discover new jobs that I might enjoy?

Careers 2: What They Do

What are the job responsibilities for my selected careers?

Careers 3: Working Conditions

What can you learn about a career from the working conditions and people in that job?

Careers 4: Career Education and Get Started

What education do my selected careers require, and why is it important to know this?

Careers 5: Career Pitch

Which of the careers explored (by me or my team) best fits my interests and skills and why?

PLANNING PYRAMID

GRADE 8, Unit 3, Careers



Some Students Will:

- Use RUReadyND.com and other resources to research on their own.



Most Students Will:

- Successfully navigate the What They Do, Education, and Get Started functions of RUReadyND.com.
- Compare job responsibilities, education requirements, and working conditions associated with each of two careers, and choose the one that's the best fit.
- Describe (subjective) desirable and undesirable aspects of a career based on research.



All Students Will:

- Know how to sign in to RUReadyND.com and use the career search function.
- Use an interest inventory to arrive at a list of careers.
- Describe, write about, and/or illustrate the main responsibilities, educational requirements, and working conditions of chosen careers.

Grade 8

Newsletter

Careers in the Middle-School Years

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

To find out more, visit www.roadstosuccess.org

Did you know?

Which of the following is most important to student success?

- 1) Money
- 2) Family background
- 3) High expectations

If you guessed #3, you're right. Giving your kids clear, positive messages about what you expect is key to their success.

We expect our kids to crawl before they walk and babble before they talk. Kids also go through stages as they figure out what careers they'd like to pursue.

Somewhere around middle school, students move from career fantasy (pro athlete, singer, actress) to more realistic view of work.

During this stage, they begin to compare what a career requires with what they're good at.

Don't panic if your student doesn't know what she wants to do after graduation! (This process isn't finished until early adulthood, and may be revisited throughout adult life.) There are many things families can do to support young people as they try to

figure out what career is right for them.



- Express concern for your teen's future. Remind students of the need for a high school degree and further training after high school. The mission is to help them prepare for a job they'll love.
- Encourage them to take challenging classes — courses that will allow college as an option or expand students' interests beyond their

current comfort zone.

- Share workplace stories. Talk about what you like about your job.
- Show them what's expected at work — from being on time to teamwork to respect. Draw connections between expectations at work and in other places — schools, sports, family.
- Help interpret the realities of work. Help your teen see workplace issues from another person's perspective.
- Make informal contacts for exploring job choices. Encourage your teen to talk to friends and family members about his/her career interests.

Grade by Grade

Do you like to build kitchen cabinets? Study space travel? Conduct a symphony orchestra? These questions and others like them are part of the Interest Profiler found at RURReadyND.com

The answers provide clues to the kind of work your

son or daughter might be interested in.

The Interest Profiler isn't a fortune teller. And it's not a test. It's simply a place to get started — a guide to the many job possibilities that are out there.

Students take the Interest Profiler as part of their Roads to Success class. Family members can use it, too. Just create a parent account at RURReadyND.com.

Interest Inventory**The BIG Idea**

- How can taking a career interest inventory help me discover new jobs that I might enjoy?

AGENDA

Approx. 45 minutes

- I. Warm Up: Interest Inventory Revised (5 minutes)
- II. Connect to RUReadyND.com (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Interest Profiler (20 minutes)
- V. Wrap Up: Career Selection (10 minutes)

MATERIALS

- ☐ **PORTFOLIO PAGES:**
 - Portfolio page 5, Interest Profiler Results
- ☐ **STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 22-23, RUReadyND.com Basic Directions
- ☐ **FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Interest Profiler Extension
- ☐ Chart paper and marker (to record career clusters that the class is most interested in)

OBJECTIVES

During this lesson, the student(s) will:

- Complete an inventory that matches his/her interests with potential careers.
- Create a record of careers of interest.

OVERVIEW

This class is held in the computer lab, and is devoted to getting students up and running with RUReadyND.com. Students will access RUReadyND.com and use an interest inventory to generate individual lists of possible career matches.

PREPARATION

- ☐ Make arrangements for the class to use the computer lab, and make sure RUReadyND.com is accessible from students' computers.
- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary and definitions on the board. Write the web address RUReadyND.com on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 22-23, RUReadyND.com Basic Directions**
 - **Portfolio page 5, Interest Profiler Results**
 - For students who finish early, make copies of **Facilitator Resource 3, Interest Profiler Extension**, or copy the questions onto chart paper.
- ☐ If computer access is a problem at your school, create the following materials prior to teaching the career lessons.
 - a. Choose 60 careers of interest to your students (two options per student for a class of 30)
 - b. Print out all relevant information pertaining to each career. (If possible, use heavy card stock or laminate your results so that materials will stand up to repeated use.)
 - c. Create a folder for each career, and keep materials handy for "computer emergencies" throughout the unit.
- ☐ To avoid transporting all of your student binders to the computer lab, have your students

remove all of their career portfolio and student handbook pages from their binders and staple them together before beginning this unit.

- ❑ Students will choose two careers to research for this unit. For one of the careers, students can choose whatever career they want to research, provided that it can be found in RUPrepareND.com. The second career will be picked from a list of high-demand jobs in your area. You will need to create a list of 20 to 30 jobs that are in high demand in North Dakota. Each of these careers must require one of the following post-secondary education options: tech/trade school, apprenticeships, community college, four-year college, or graduate school.

To find employment projections for North Dakota, go to

<http://www.ndworkforceintelligence.com/faq.asp?session=faq> . Choose whether to view projections by year, annual openings, or fastest growing occupations.

BACKGROUND INFORMATION

RUPrepareND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals — from school or from home! Students will have a password-protected portfolio online where they can store their Interest Profiler results, save information related to careers they read about, build a resumé, and much more. Parents can access RUPrepareND.com by creating a parent account.

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to RUPrepareND.com.

Computer Lab Issues

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab.
- Computers not charged in a mobile lab.
- Unpredictable Internet access.
- Parts of RUPrepareND.com may be blocked by school's system.

- Student use of computers for purposes other than career research.

In the **PREPARATION** section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

Student Misbehavior on Computers

Establish clear expectations and consequences for misuse of the computers before students begin. A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website he/she is given a warning.
- The second time a student is seen on another website he/she is no longer permitted to work on the computer. Instead he/she will complete the work using a paper version. (This may require making copies of the pages in advance.)

Preparing Students For Unexpected Career Matches

Students may be disappointed or surprised by the clusters and related careers that they are matched up with by the Interest Profiler. Explain in advance that the results should be seen as a guide. The results are designed to reflect the students' interests; however, students may research a career they have not been matched with if it is listed in RUPrepareND.com.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

VOCABULARY

Portfolio: A place to save research, collect information, and record accomplishments.

Interest Inventory: A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

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. List five activities or things that you are very interested in.
2. List three careers you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about? Explain.

Note: The Do Now is entirely optional and should be chosen based on the needs of your class. If you think your students will struggle to finish all of the written material, you may want to present the Warm Up as written.

To assist in modeling written directions, use an LCD projector to explain the instructions.

You might want to seat poor readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the questions in tandem, reading each question aloud before proceeding.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

If your students finish their **Interest Inventory** early, you may want to have them answer the questions on **Facilitator Resource 3, Interest Profiler Extension.**

ACTIVITY STEPS

I. Warm Up: The Interest Profiler (5 minutes)

1. **SAY SOMETHING LIKE:** For the next five weeks, we'll be investigating careers. You'll take a look at two—one career of your dreams and one that's likely to be in demand when you graduate.
2. **SAY SOMETHING LIKE:** We're going to start our research by completing the **Interest Profiler**, as you did in seventh grade. Who remembers what the **Interest Profiler** was used for? Why might we be taking it for a second time? [Take student responses.] Does anyone in here think that they are the EXACT same person they were last year? I know that I'm not. I've had new experiences and learned new things over the last year that have changed who I am. Maybe not a lot, but definitely some. It's natural that as we change and grow older, our interests and what we enjoy change too. When you take the interest inventory, it's possible that you'll respond to every question in the exact same way and get the exact same jobs that you did last year, but my guess is that most of you will get slightly different results.

II Connect to RUPrepareND.com (5 minutes)

1. Before we begin the **Interest Profiler**, each of you will need to sign into your account. It will be possible for you to visit RUPrepareND.com from any home or library computer, using your account name and password. You can explore careers and majors any time you want.
2. Guide the students through the sequence to sign on to RUPrepareND.com.
 - Turn on the computer.
 - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
 - Type the web address into the dialog box (www.RUPrepareND.com).

III. Create a Portfolio (5 minutes)

If your students have not created an account on RUPrepareND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page.

IV. Interest Profiler (20 minutes)

1. **SAY SOMETHING LIKE:**

- Now, click on the Career Planning tab at the top of the page.
- Next, click on the Learn About Yourself section.
- Click the **Interest Profiler**.

Let's read the instructions together. [Ask a student volunteer to read the instructions on the Interest Profiler Start page]. How do you begin? [Click the **Get Started** button].

2. **SAY SOMETHING LIKE:** Let's try the first one together . . .

[Have someone read the first sentence. Call attention to the "Remember" box and ask someone to read it out loud. Then instruct the students to check the box which best expresses their feelings.]

3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will bring the best job matches.]

4. **SAY SOMETHING LIKE:** After you finish the **Interest Profiler** activity, your top interest areas will appear on the screen. Click the ~~blue~~ **View Careers** button to see your list of matching careers. ~~If you have more than two interest areas, check off your favorite two interest areas before clicking the View Careers button.~~ The results will automatically save to your online portfolio.

One important note - **Interest Profiler** will suggest lots of careers you may never have thought of. Don't worry at all if a career you're really interested in isn't included on the list - this is not an exact science, and you'll have a chance to write down additional careers you'd like to investigate. [Ask for final questions and instruct the students that they have 20 minutes to complete this inventory on their own

5. [Give the students a five-minute warning. Invite students who have finished the Interest Profiler to explore the resulting list of career matches by clicking on **View careers**. Students should print out their list of matching careers and put it in their portfolios. Students can print the list of matching careers by clicking the Print This link at the top of the page.]

6. [Once all the students have obtained their **Interest Profiler Results**, ask students to note any patterns in jobs they were matched with, what seemed accurate, and what surprised them.]

V. Wrap Up (10 minutes)

1. **SAY SOMETHING LIKE:** You now should all have your top career interests from your **Interest Profiler Results**. In this unit, you'll be researching two careers. One of the careers is entirely your choice. This means that you can research a career that is not on your list, as long as it can be found on RUPrimaryND.com. I recommend using your list as a guide for this career choice.

For your second careers, I am going to assign each of you a career that we know for a fact is in high demand in our state. Each of you will research a different career so that we can all learn about these great local opportunities. Why do you think we're researching careers that are in high demand in our area? [Allow students to respond.] Exactly! It is important to know what opportunities are in your area so you can make informed choices. For example, would you move to a new place to get exactly the job you want, or is staying close to home your top priority?

[Assign each student a career from the in-demand careers list. Ask students to complete **Portfolio Page 5, Interest Profiler Results**. The last section of the worksheet asks students to select their two favorite careers. Circulate around the classroom to help students having trouble deciding.]

2. **SAY SOMETHING LIKE:** Next time, we'll review how to use RUPrimaryND.com and you'll begin researching your chosen careers.

Between now and then, you can visit RUPrimaryND.com from any computer. All you need is your account name and password.

DO NOW

Careers 1: Interest Inventory

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

Questions:

1. List five activities or things you are interested in doing.

2. List two careers you are interested in learning about.

3. Do you think your interests are related to the careers you want to learn about?
Explain.

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Interest Profiler Extension

Directions: If you finish your **Interest Profiler** early, complete the following extension activity.

- Identify your BEST and WORST match from your list.

- Explain why you think your BEST match fits your skills and interests.

- List careers that seem to be similar, and then explain how you think they are all related.
(Example: *pediatrician, family practitioner, physical therapist, nurse. All of these careers are part of the Health Science career cluster.*)

RUPrepareND.com Basic Directions

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, Safari, etc).
- Type in the web address into the dialog box (**www.RUPrepareND.com**).
- When the Sign In page appears enter your portfolio name and password into the sign in area on the right side of the screen.

II. Interest Profiler

- Now, click on the Career Planning tab at the top of the page.
- Click on the section titled Learn About Yourself.
- Click on the Interest Profiler assessment and then click Get Started.
- Read each of the questions to yourself and consider whether you would enjoy this activity. ~~Answer Like, Not Sure, or Dislike~~
- The Interest Profiler will show Your Top Interest Areas based on the interests you've described.
- Click the blue View Careers button to see the careers that match up to your interest areas. If you have more than two interest areas listed, check off your favorite two interest areas before clicking the View Careers button. The results will automatically save to your online portfolio.
- Using your results from Interest Profiler, complete **Portfolio page 9, Interest Profiler Results**.

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Interest Profiler Results

There are so many careers to choose from. Keep a list of the ones that interest you.



Student name: _____

Date: _____

Take the Interest Profiler in RUReadyND.com. Review your results, and then list your favorite six careers below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Look through the rest of your careers list. Write down any additional careers you'd like to explore, as well as other careers you'd like to investigate that may not have appeared on your Interest Profiler list.

1. _____
2. _____
3. _____
4. _____
5. _____

My two career selections are: (to be completed at the end of class)

1. _____
2. _____

What They Do

The **BIG** Idea

- What are the job responsibilities for my selected careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: Evaluating Career Cards (10 minutes)
- II. Summarizing What They Do (10-15 minutes)
- III. Researching What They Do (15-20 minutes)
- V. Wrap Up: Career Close-Up (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio page 5, Interest Profiler Results (from previous lesson)
- Portfolio pages 6-7 and 8-9, Career Card (Two per student)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 24, What They Do: Athletic Trainer
- Student Handbook pages 25-25A, RUReadyND.com Directions

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Sample Career Cards (one copy (two pages) for each student)
- Facilitator Resource 3, Highlighted What They Do: Athletic Trainer
- Facilitator Resource 4, Summarized Career Card: Athletic Trainer
- Facilitator Resource 5, Sample Career Card: Athletic Trainer

☐ Overhead projector

☐ LCD projector

☐ Laptop

☐ Highlighters

☐ Index cards (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

- Use RUReadyND.com to research and summarize the What They Do page (job description) for the two careers they selected.

OVERVIEW

In this lesson, students investigate the job description of their two chosen careers using the **What They Do** page from the career profile in RUPrepareND.com. They begin by examining the information listed on a **Career Card** and analyzing the characteristics of a high quality **Career Card**. Then, they practice summarizing information provided in the **What They Do** section. Students then use RUPrepareND.com to research and summarize the job description for their own careers and record that information on their **Career Cards**. Lastly, they'll discuss their first impressions of the careers they researched.

PREPARATION

- ☐ Make arrangements for the class to use the computer lab. Also make arrangements to access RUPrepareND.com via your laptop and projector. (**See Lesson 1 for background issues on computers and modifications for non-computer lessons.**)
- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 24, What They Do: Athletic Trainer**
 - **Student Handbook pages 25-25A, RUPrepareND.com Directions**
 - **Facilitator Resource 5, Sample Career Card: Athletic Trainer**
 - **Portfolio page 5, Interest Profiler Results** (from previous lesson)
- ☐ Make a class set of **Facilitator Resource 2, Sample Career Cards A and B**, one per student.
- ☐ If students will be using personal computers, write the web address RUPrepareND.com on the board or chart paper.

VOCABULARY

Job description: A detailed description of the responsibilities and activities of the person holding the position. This can include daily tasks along with long-term assignments.

Summarize: To give a shortened version highlighting the main ideas of something spoken or written, like a speech or a short story.

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. In our last class, you chose two careers to research. List them in the space below.
2. Describe one reason why each career interests you.
3. Pick one career and explain why you think it would be a good fit for your skills and interests.

[Then call on students to read their answers and continue with the **Warm Up** as written.]

See Careers Lesson 1 for background information on computers and modifications in case computers are not available.

For the most part, RUPrepareND.com is written at a high-school level, which means the reading will be a challenge for many students. It is fine to share this information with them; they'll need to help each other with difficult vocabulary and re-read complex passages to figure out meaning. You'll need to circulate and provide help to students who need it.

For struggling readers, you may wish to print out RUPrepareND.com resources so students can highlight and take notes directly on the pages.

You may wish to display all of the directions and instructions on chart paper. Color-coding the directions and adding visuals to each step is a possible adaptation for struggling students. (See **Student Handbook pages 25-25A, RUPrepareND.com Directions.**) In addition, you may also want to post the rules for proper computer usage. Before students begin their independent research, review these rules as a class. This may cut down on behavior issues later in class.

If you think you will run short on time in this lesson, in **Activity I, Warm Up: Evaluating Career Cards**, go over only **Career Card A** (the good example) and discuss the key elements that make this **Career Card** a good example.

For the sample career highlighted in **Activity III, Researching What They Do**, you can choose a different career that you think will be interesting for the majority of your students.

NOTE: If you choose a different career, you'll need to create different materials for the modeling activities described in Careers lessons 2-4.

Write the name of the career on the board. (Make sure you use the name as it appears on RUReadyND.com, such as “Athletic Trainer,” rather than just “Trainer.”) If you choose to highlight a different career, you will need to print out copies of the **What They Do** page for that job. Each student will need one copy to mark up the key information.

ACTIVITY STEPS

I. Warm Up: Evaluating Career Cards (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Last week, you took an interest inventory to identify careers that matched your interests. You then determined two careers to research.

[Instruct students to turn to **Portfolio page 5, Interest Profiler Results** (from previous lesson) and display this handout using an overhead or chart paper. On the bottom of the page, the students should have written their two career selections. Instruct students to turn to **Portfolio pages 6-7, Career Card**. Display the first page using an overhead or chart paper. Point out the line titled “**Career:** _____” at the top of the page. Explain that they need to write the name of the first career they choose on this line. The second career name should be written on **Portfolio pages 8-9, Career Card**.]

In this unit we have two major goals. The first is to examine each career to see if it would be a good fit for your interests and skills. What are some topics we should research about these careers?

[Allow students to respond and write their answers on chart paper or an overhead. The following information should be included: job description, working conditions, required education. If they do not address these exact terms, write down their answers. Then connect them to the key terms above.]

Our second goal is to compare the two careers you are researching. We are going to research the **Job Description, Working Conditions** and **Education** separately so that you can more easily compare your careers. This means that you will research the job responsibilities for both jobs on the same day, which will allow you to immediately see which job responsibilities better fit your interests. At the end of the unit, you will look over all of your research to help you pick your top career choice.

There is one downside to this method. Instead of filling out one whole **Career Card** in a lesson, you are going to fill out a portion of each **Career Card**. Who can tell me what part we are going to be working on today? [Allow students to respond. Display a copy of a **Career Card** and highlight the **What They Do** section.] In a few minutes, we will practice how to summarize the job description information from RUReadyND.com.

2. **SAY SOMETHING LIKE:** Each day, I will be collecting your **Career Cards** to evaluate how well you researched your careers. Right now I am going to pass out two sample **Career Cards**, labeled **Career Card A** and **Career Card B**.

[Assign pairs, while a student passes out **Facilitator Resource 2, Sample Career Cards**.]

We are going to use these cards to determine how to correctly complete a **Career Card**. You will have five minutes to read over the two cards with your partner. You will need to write at least three specific comments for each card. Your comments could include things that could be improved on the **Career Card** along with things that are done well. We will then come back as a class to create a class list of characteristics for a **High Quality Career Card** and a **Career Card in Need of Improvement**.

[Circulate around the class while pairs are working. After five minutes, bring the class back together. Use chart paper or an overhead transparency to create a chart with two columns. Label the columns with the following titles: **High Quality Career Card** and **Career Card in Need of Improvement**. This list should be kept and posted whenever students are working on their **Career Cards**.]

II. Summarizing What They Do (10-15 minutes)

1. **SAY SOMETHING LIKE:** Some of you may be pretty familiar with RUReadyND.com from last year. Today, you're going to use this site to find information for your **Career Cards**. Who can remind me what section we are working on today? [Allow a student to respond.] For this section, you'll give a brief overview of what someone in that job does. Then you'll list three day-to-day tasks that are common in the job. Your job is to read the information and summarize the big ideas into your own words. You should NOT be copying the text from RUReadyND.com word for word. Why do you think it's important to summarize the information from RUReadyND.com? [Allow students to respond.] Exactly, when you summarize a reading, you're explaining it in your own words. This is a way of translating the author's words into your own, and it helps you understand what you're reading.

Let's practice one example together.

[Place a copy of the **Student Handbook page 24, What They Do: Athletic Trainer** on an overhead projector. Pass out a highlighter to each student.]

2. **SAY SOMETHING LIKE:** Turn to **Student Handbook page 24, What They Do: Athletic Trainer**. After reading each bulleted paragraph or set of paragraphs, we are going to stop and discuss any important facts. I will underline the important facts on the overhead and you should highlight those facts as well. Wait to highlight the information until we go over it together.

[Have a different volunteer read each bulleted paragraph or set of paragraphs. After reading each section, stop and ask: “What are some common tasks of an athletic trainer?”]

Make sure to stop after each section and model how to underline the key information. Once you have gone over the key information, display **Facilitator Resource 5, Sample Career Card** using an overhead or LCD projector. Model how to summarize the information for the **What They Do** section on this **Career Card**. (See **Facilitator Resource 3, Highlighted What They Do: Athletic Trainer** and **Facilitator Resource 4, Summarized Career Card: Athletic Trainer**.)]

III. Researching What They Do (15-20 minutes)

1. **SAY SOMETHING LIKE:** It’s easy to find a job description on RUReadyND.com. Let’s sign in and look at an example: “Athletic Trainer.” [Model how to sign into RUReadyND.com and find this career profile: Click the **Career Planning** tab at the top of the page and then click **Explore Careers**. **Search for** “Athletic Trainer” by typing it into the Search For box and then clicking **Go!** Then click “Athletic Trainer” in the results list.]

The first section that appears in a Career Profile is always the **What They Do** page. But if you ever need to get back to this section, just click the blue tab on the left side of the screen labeled **What They Do**.

2. **SAY SOMETHING LIKE:** Now it’s your turn to research this information for both of your careers. Remember, you’re going to complete just the **What They Do** section on your **Career Card** for each one. You have about 15 minutes, or a little under eight minutes for each career. This will give you enough time to carefully read and summarize the information on your **Career Card**. If you have any questions, feel free to raise your hand, and I will come by and help you.
3. [Give students time to read and summarize this information for their two selected careers. Circulate around the classroom and assist any students who have questions.]

You may also want to let them know when about seven minutes have passed so they can gauge if they're on track.]

IV. Wrap Up: Career Close-Up (5 minutes)

1. **SAY SOMETHING LIKE:** I hope that today you started to get a much better idea of what each of your careers is all about. Now that you've looked at each career more closely, did any of your initial impressions about your careers change? What surprised you about what you learned today? [Have volunteers share answers. If desired, students can also write their answers on index cards and turn them in as they leave class.]
2. **SAY SOMETHING LIKE:** That's it for today. Next week, we're going to look at the working conditions of your careers. This information will give you a more detailed picture of the day-to-day tasks of your careers.

DO NOW

Careers 2: What They Do

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

Questions:

1. In our last class, you choose two careers to research. List them in the space below.

2. Describe one reason why each career interests you.

Career 1:

Career 2:

3. Pick one career and explain why you think it could be a good fit for you.

Sample Career Card A

Is this career for you?
Use this page for
all the details.



Use this form to record important details about your selected careers.

Career: Elementary School Teacher

What They Do: Job Description

In your own words, write a general job description for a person in this career.

Elementary school teachers teach students about language, numbers, social studies, and science. They usually teach kindergarten through fifth or sixth grade.

List three specific tasks this person might do in a typical day.

- Create interesting lessons for the students.
- Get tests ready for the students and grade them.
- Meet with parents and other teachers.

What They Do and Interview: Working Conditions

Where do people typically work?

- Elementary school teachers work in a school. They also attend teacher workshops and conferences, regularly.
- Whom do they work with?
Elementary school teachers work with students, other teachers, parents, and administrators.

- How much travel or stress is involved? What else does the job demand?

Elementary school teachers don't need to travel. A teacher needs to be able to communicate clearly and support his or her students. Elementary school teachers may get a lot of positive feedback from their students.

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

Teachers start their day half an hour before the students. Teachers end their day half an hour after the students. That equals eight hours a day. Teachers work five days a week. $8 \text{ hours a day} \times 5 \text{ days a week} = 40 \text{ hours per week}$.

What to Learn: Education

What is the minimum level of education required for this career?

Teachers need to earn a bachelor's degree. They also need to complete a teacher training program.

Explain any additional education for this career. (Include name and number of years for this type of school.)

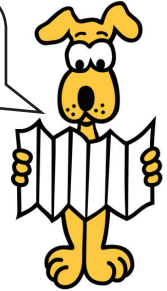
Some states ask that teachers earn a master's degree in education. This will take at least one year of college after finishing a bachelor's degree.

Sample Career Card B

Use this form to record important details about your selected careers.

Career: Producer

Is this career for you?
Use this page for
all the details.



What They Do: Job Description

In your own words, write a general job description for a person in this career.

Produces shows.

List three specific tasks this person might do in a typical day.

- Hire key staff
- Oversee budget
- Coordinate daily activities on the production

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

Studio

- Whom do they work with?

Don't know

- How much travel or stress is involved? What else does the job demand?

Lots.

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

Lots.

What to Learn: Education

What is the minimum level of education required for this career?

Not sure.

Explain any additional education for this career. (Include name and number of years for this type of school.)

Not sure.

HIGHLIGHTED What They Do: ATHLETIC TRAINER **From RUPrepareND.com**

Just the Facts

- **Evaluates, advises, and trains athletes** to maintain their physical fitness.
- This career is part of the **Health Science** cluster; Health Informatics pathway.

A person in this career:

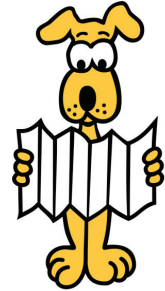
- **Cares for athletic injuries** using physical therapy equipment, techniques and medication.
- **Administers emergency first aid,** treats minor injuries, and refers injured people to a physician.
- **Develops training programs** and routines designed to improve athletic performance.
- **Massages body parts** to relieve soreness, strains, and bruises.
- **Wraps ankles, wrists and other body parts with tape, bandages or braces.**
- **Confers with coaches to select protective equipment.**
- **Evaluates athletes'** readiness to play.
- **Inspects playing fields** to locate any items that could injure players.
- **Leads stretching exercises** for team members before games and practices.
- **Recommends special diets** to improve health, increase stamina, and control weight of athletes.

SOURCE: RUPrepareND.com

Summarized Career Card: Athletic Trainer

Use this form to record important details about your selected careers.

Career: ATHLETIC TRAINER



What They Do: Job Description

In your own words, write a general job description for a person in this career.

Athletic trainers teach athletes how to avoid getting hurt
and help them recover after an injury.

List three specific tasks this person might do in a typical day.

- Set up work-out and training programs for athletes so that they can perform well.
- Use physical therapy equipment and techniques to take care of athletes when they are injured.
- Treat minor injuries or provide emergency first aid to injured athletes.

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

- Whom do they work with?

- How much travel or stress is involved? What else does the job demand?

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

What To Learn: Education

What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

Sample Career Card: Athletic Trainer

Use this form to record important details about your selected careers.

Career: _____



What They Do: Job Description

In your own words, write a general job description for a person in this career.

List three specific tasks this person might do in a typical day.

- ---

- ---

- ---

What They Do and Interview: Working Conditions

- Where do people typically work?

- Whom do they work with?

- How much travel or stress is involved? What else does the job demand?

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

What to Learn: Education

What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

What They Do: ATHLETIC TRAINER From RUMReadyND.com

Just the Facts

- Evaluates, advises, and trains athletes to maintain their physical fitness.
- This career is part of the Health Science cluster; Health Informatics pathway.

A person in this career:

- Cares for athletic injuries using physical therapy equipment, techniques and medication.
- Administers emergency first aid, treats minor injuries, and refers injured people to a physician.
- Develops training programs and routines designed to improve athletic performance.
- Massages body parts to relieve soreness, strains, and bruises.
- Wraps ankles, wrists and other body parts with tape, bandages or braces.
- Confers with coaches to select protective equipment.
- Evaluates athletes' readiness to play.
- Inspects playing fields to locate any items that could injure players.
- Leads stretching exercises for team members before games and practices.
- Recommends special diets to improve health, increase stamina, and control weight of athletes.

RUReadyND.com Directions

NOTE: If you finish a section early, all work must be checked and approved before beginning to work on anything else.

What They Do: Job Description

1. Sign into RUReadyND.com.
2. Click on the Career Planning tab at the top of the page and then click on the Explore Careers section.
3. Write the name of your career in the “Search For” box and press Go!
 - a. You can also search for a career alphabetically. Instead of writing the name of your career in the search box, click on the letter that your career starts with. You will find a list of every career that begins with that letter.
4. From the results list, select the career title that most closely matches the one you are looking for.
5. The first section to come up will be the What They Do page. There is also a tab on the left that will bring you here.
6. Read and summarize the information in the first section. Answer the questions listed on your Career Cards for this section.

What They Do: Working Conditions

1. Complete steps one to three from the **What They Do: Job Description** section (above).
2. Read the information on the **What They Do** page. Look for any information that will help you answer the questions from the **What They Do: Working Conditions** section of the **Career Card**.
3. Summarize the information you have read to answer the questions listed on your **Career Cards** for this section.

Note: You will use the information from the **What They Do** tab along with information from the **Interview** tab to answer these questions.

Interview: Working Conditions

1. Complete steps one to three from the **What They Do: Job Description** section (above).
2. Click the **Interview** tab on the left side of the screen.
3. Read the **Interview** page. Look for information that will help you answer any remaining questions in the **What They Do: Working Conditions** section of your **Career Card**.
Answer the questions listed on the career card by summarizing the information from the **Interview** page.

What To Learn: Education

1. Complete steps one to three from the **What They Do** section.
2. Click on the **What to Learn** tab on the left side of the screen.
3. Read the information on this page. Answer the questions listed on your **Career Cards** for this section by summarizing the information that you read.

Career Card

Use this form to record important details about your selected careers.

Career: _____

Is this career for you?
Use this page for
all the details.



What They Do: Job Description

In your own words, write a general job description for a person in this career.

List three specific tasks this person might do in a typical day.

- ---

- ---

- ---

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

- Whom do they work with?

- How much travel or stress is involved? What else does the job demand?

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

What To Learn: Education

What is the minimum level of education required for this career?

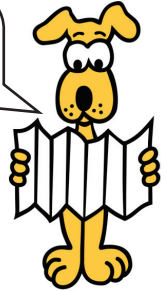
Explain any additional education for this career. (Include name and number of years for this type of school.)

Career Card

Use this form to record important details about your selected careers.

Career: _____

Is this career for you?
Use this page for
all the details.



What They Do: Job Description

In your own words, write a general job description for a person in this career.

List three specific tasks this person might do in a typical day.

- ---

- ---

- ---

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

- Whom do they work with?

- How much travel or stress is involved? What else does the job demand?

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

What To Learn: Education

What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

Working Conditions

The **BIG** Idea

- What can you learn about a career from the working conditions and people in that job?

AGENDA

Approx. 45 minutes

- I. Warm Up: More Than Meets the Eye (5 minutes)
- II. Summarizing Working Conditions (15 minutes)
- III. Researching Working Conditions (15 minutes)
- IV. Wrap Up: What Did You Learn? (10 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio pages 6-9, Career Card, two per student, (from lesson 2)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 26-26B, Working Conditions and Interview: Athletic Trainer
- Student Handbook pages 25-25A, RUReadyND.com Directions (from lesson 2)

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, Do Now
- Facilitator Resource 2, Highlighted Working Conditions and Interview: Athletic Trainer
- Facilitator Resource 3, Summarized Career Card: Athletic Trainer
- Facilitator Resource 4, Sample Career Card: Athletic Trainer

☐ **MEDIA:**

- Discovery Channel's Dirty Jobs clip from web, (Optional)

☐ Overhead projector

☐ LCD projector and laptop

☐ Highlighters

☐ Index cards (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Consider the meaning of "working conditions."
- Use RUReadyND.com to research and summarize the working conditions for the two careers they selected.

OVERVIEW

In this lesson, students will investigate the working conditions of different careers. To begin, they'll discuss the meaning of working conditions and see examples of things they could learn about a job from its working conditions. Next, they'll use RUReadyND.com to research information about the working conditions for their two careers. Lastly, they'll summarize this information on their **Career Cards**.

PREPARATION

- ☐ Make arrangements for the class to use the computer lab. Also make arrangements to access RUReadyND.com via your laptop and projector. (**See Lesson 1 for background issues on computers and modifications for non-computer lessons.**)
- ☐ 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 26, Working Conditions and Interview: Athletic Trainer**
 - **Student Handbook pages 25-25A, RUReadyND.com Directions**
 - **Facilitator Resource 2, Highlighted Working Conditions and Interview: Athletic Trainer.**
 - **Facilitator Resource 4, Sample Career Card: Athletic Trainer**
- ☐ If students will be using computers, write the web address RUReadyND.com on the board or chart paper.
- ☐ If you decide to use the Discovery Channel's "Dirty Jobs" clip as an alternate warm up, make sure the link works and preview the clip. (See **IMPLEMENTATION OPTIONS** for details.)

VOCABULARY

Working conditions: The overall environment of a workplace, including the setting, the people one works with, the hours, and the mental and physical stresses.

Summarize: To give a shortened version highlighting the main ideas of something spoken or written, like a speech or a short story.

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. List two day-to-day tasks for each of your two careers. (Hint: we did this last class.)
2. Based on the **What They Do: Job Description** from last week, which career are you most interested in? Explain.

[Then call on students to read their answers and begin discussing the working conditions as described in the **Warm Up**.]

See **Careers Lesson 2** for adaptations for struggling readers.

If the RUPrepareND.com Career Profile for a student's selected career does not include an interview section, students should look at the interviews at www.nextsteps.org. If the selected career does not appear on Next Steps AND it does not include an interview in RUPrepareND.com, students should look for a related career to explore in RUPrepareND.com (for example, the career profile for "Materials Scientist" does not include an interview, but the related career, "Materials Engineer", does include an interview). Students can find related careers by clicking on the **What They Do** page of any **Career Profile** and then clicking on the name of any career in the blue box labeled, **Related Careers**. Alternately, the student may choose another career from the **Career Cluster** or **Career Pathway** that their chosen career is a part of.

If individual students finish their research early, have them research the working conditions for another career from their **Portfolio page 5, Interest Profiler Results**.

For an alternate **Warm Up** activity, show students a clip from the Discovery Channel's "Dirty Jobs": <http://dsc.discovery.com/videos/dirty-jobs-golfball-diver.html>

The "Golfball Diver" segment runs three minutes. (If you're unable to locate this URL due to website reorganization, go to the Discovery Channel's website (www.dsc.discovery.com))

and search for “Dirty Jobs” video clips. **Note: Not all “Dirty Jobs” videos are suitable for classroom viewing, so previewing is required.**) Synopsis: Mike Rowe, host of the Discovery Channel’s series, “Dirty Jobs,” takes on the sometimes-dangerous job of golfball collector. In this clip, we see him put on scuba gear, avoid alligators, and pick up golfballs with his toes.

Before viewing, ask:

- What do you think a golfball collector does?
- What do you think the working conditions for this job would be?

After viewing, ask:

- What working conditions did you observe?
- Would you enjoy the work of a golfball collector? Why or why not?

ACTIVITY STEPS

I. Warm Up: More than Meets the Eye (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everyone! Last week, you explored the job responsibilities for both of your careers. You also started to complete a **Career Card** for each career. This week, you're going to research your careers' working conditions. Then you'll record this information on your **Career Cards**.
2. **SAY SOMETHING LIKE:** You might be wondering what I mean by working conditions. I'll give you some examples. What do these careers have in common? Park ranger, mail carrier, traffic guard. *(They all work outside, on the move.)* What about these careers? Pediatrician, elementary school teacher, nanny. *(They all work with children.)*
3. **SAY SOMETHING LIKE:** Knowing the working conditions of a job gives you a much better picture of what a job is all about. And that's the goal for this week—getting a closer look at your two careers. The more you know about a career, the better you can determine if it's a good fit for you.

II. Summarizing Working Conditions (15 minutes)

1. **SAY SOMETHING LIKE:** Last week, we used RUReadyND.com to summarize the job description for an athletic trainer. This week, we're going to summarize the working conditions for this job. Who can explain what it means to summarize a passage? [Allow students to respond.] Exactly. When you summarize a reading, you are selecting the most important ideas and putting the big ideas into your own words.
2. **SAY SOMETHING LIKE:** Before we start reading about the working conditions of an athletic trainer, let's read through that section of the **Career Card**. The questions will help us identify the important information.

[On chart paper, display the questions listed under working conditions on the **Career Card**. Have a different student read each question.]

Let's look at the working conditions for an athletic trainer together.

Turn to **Student Handbook page 26, Working Conditions and Interview: Athletic Trainer**. After each bullet point we are going to stop and discuss the important facts. I will highlight the important facts on the overhead and you should highlight these facts

with the highlighters you were just given. Wait to highlight the information until we go over it together.

[Have a different volunteer read each bullet point. After each bullet point ask the students to restate the most important information. Then model how to underline **just** the key information.]

SAY SOMETHING LIKE: Suppose you are an outgoing, active person who enjoys working with people and engaging in physical activity. Which of these working conditions would you enjoy? Which would be more difficult? [Write these questions on chart paper or an overhead and discuss these questions as a whole class.]

[Display **Facilitator Resource 4, Sample Career Card: Athletic Trainer** using an overhead or LCD projector. Model how to summarize the information for the **Working Conditions** section on the **Career Card**.]

III. Researching Working Conditions (15 minutes)

1. **SAY SOMETHING LIKE:** This information is easy to find on RUReadyND.com. Let's sign in and look at an example: "Athletic Trainer." [Model how to sign into RUReadyND.com and find this career profile: Enter Athletic Trainer into the Search box in the upper right corner of the screen. Click this link in the results list.]
2. **SAY SOMETHING LIKE:** You may have noticed that the **What They Do** section covers a limited selection of working conditions. You'll need to search this page to find information about the setting, the people an athletic trainer works with, and the mental and physical stresses. If you don't find all of that information on the **What They Do** page, you'll have to dig a little deeper. For that, we'll turn to the **Interview** section of the career profile.

[Click on the **Interview** tab on the left side of the screen and have a different volunteer read each paragraph. If time doesn't allow all paragraphs to be read aloud, you may allow students to finish reading the interview to themselves or in a small group.]

SAY SOMETHING LIKE: Now let's use the information in this interview to find answers to the questions on the **Career Card**. Sometimes the information will be easy to find, but other times you will need to make an inference based on what you read. As I ask each question, search for the information on **Student Handbook pages 26-26B, Working Conditions and Interview: Athletic Trainer**. When you find the answer, underline it.

[Put the interview section of **Facilitator Resource 2, Working Conditions** and **Interview: Athletic Trainer** on the overhead. Point out the underlined answers to each question after students give their response. In most cases they are not word-for-word answers, but are statements within the interview article from which we can infer the answers to the questions. For example, when we learn that an athletic trainer stays in a hotel or travels to the Olympics, we can infer that they travel regularly for their job.]

- Where do people typically work?

[Allow students time to search for and underline the answers. Ask them to raise their hand when they answer. Athletic trainers work with professional sports teams or at universities.]

- Whom do they work with?

[Allow students to respond. Athletic trainers work with professional and amateur athletes. We can also infer that they work with coaches and other people who work with the sports team.]

- How much travel, physical demands, or stress is involved?

[Allow students to respond. Athletic trainers have to travel with the athletes. The job can be very stressful—especially when working with a seriously injured athlete.]

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

[Allow students to respond. Athletic trainers may need to provide around-the-clock care to an injured athlete.]

3. For most of your careers, you will be able to find the answers to the four questions by reviewing the information on the **What They Do** page or by reading the **Interview**.

Working conditions are often discussed in the final paragraphs of the **What They Do** page.

[Model how to search for related careers. Click on the **What They Do** tab and remind students that working conditions are often described in the final paragraphs. Then click on the **Interview** tab and remind students that working conditions information is found throughout the interview.]

4. **SAY SOMETHING LIKE:** Now it's your turn to research this information for your two careers. Remember, you're going to complete just the **Working Conditions** section on your **Career Cards** for both your careers. You have about 14 minutes, or about seven minutes for each career. This will give you enough time to carefully read and summarize the information on your **Career Card**. If you have any questions, feel free to raise your hand, and I will come by and help you.
5. [Give students time to read and summarize the working conditions for their two selected careers. Circulate around the classroom to answer any questions. You may also want to let them know when seven minutes have passed so they can gauge if they're on track.]

IV. Wrap Up: What Did You Learn? (10 minutes)

1. **SAY SOMETHING LIKE:** I hope that you started to get a much better idea of what each of your careers is all about. Now that you've looked at each career more closely, did any of your initial impressions about a career change? What surprised you about what you learned today? [Have students write their responses on an index card individually, and then have volunteers share their answers.]
2. **SAY SOMETHING LIKE:** That's it for today. Next week, we're going to look at careers in a different way. We're going to research the education required for each of your careers. Next class will be our last day of using RUPrepareND.com to research our careers. By the end of next class, you should have a pretty good idea of which career would be the best fit for you. Two weeks from today, you'll be able to share what you've learned with your classmates.

DO NOW

Careers 3: Working Conditions

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

Questions:

1. List two day-to-day tasks for each of your two careers. (Hint: we did this last class.)

2. Based on the information that you read in the **What They Do** section from last week, which career are you most interested in? Explain.

Highlighted Working Conditions and Interview: Athletic Trainer

People who do this job report that:

- You would often handle loads up to 20 lbs., sometimes up to 50 lbs. You might do a lot of lifting, carrying, pushing or pulling.
- Work in this occupation involves bending or twisting your body more than one-third of the time
- Exposure to pollutants, gases, dust, fumes, odors, poor ventilation, etc.
- Exposed to disease and infections more than once a month through work such as patient care, laboratory work, and sanitation control
- Conditions are very hot (above 90 F) or very cold (under 32 F)
- Work in this occupation requires being outside most of the time
- Work in this occupation involves standing more than one-third of the time
- Work in this occupation involves walking or running more than one-third of the time

Working in this career involves (physical activities):

- Bending, stretching, twisting, or reaching
- Seeing clearly up close
- Speaking clearly enough to be able to be understood by others
- Identifying and understanding the speech of another person
- Using abdominal and lower back muscles repeatedly or over time without tiring

Work Hours and Travel

- Irregular hours
- Overnight travel
- Weekend work

SOURCE: RUReadyND.com

Interview

Not many kids have a clear vision of their future, but Mike Burnstein sure did.

At 14, Burnstein volunteered to do equipment duties for a Junior A hockey team with the hope of becoming an athletic therapist. He sharpened skates and learned about player injuries. Before long, whenever a kid in gym class got injured, his high school sports teacher would call him down from math to have a look.

“This is what I wanted to do all my life,” says Burnstein, who is the **head athletic therapist for the Vancouver Canucks.**

Burnstein knew exactly where to go for training, and shortly after graduation, he got the job with the Canucks. But it wasn’t long before he had his baptism of fire. Star player Pavel Bure received a serious injury early in the season. Bure blew out his anterior cruciate ligament — an important ligament surrounding the knee. **It was going to take months of work.**

“It was a big hurdle for me to overcome,” says Burnstein, admitting that **cop**ing with Bure’s **fame was a challenge.** “When he got hurt at the start of the season, I was thrown in the kitchen right away. He’s one of the best players in the world and I had to rehab him back.”

If that wasn’t enough, the ever-watchful media also focused on Burnstein and Bure. But they both came through it. “At the time I hated it,” Burnstein says. “Now I can sit back and relax. Once you’ve been through something like that, you know it can’t get any worse.”

While the pressures outside the professional sports umbrella aren’t as intense, **all therapists deal with the future of athletes in their job.** “Knowing you’re helping a young athlete is important, even though they don’t realize it at the time,” says Lynn Bookalam, **head athletic therapist and clinic coordinator at McGill University.**

While Bookalam doesn’t work in pro sports, she has worked with world-class athletes as chief athletic therapist at the 1992 Olympic Games in Albertville, France. **Sometimes her work demands round-the-clock care,** depending on the conditions under which the injury occurred.

“I remember when a precision figure skater collided with a teammate, hit her head and suffered a mild concussion,” says Bookalam. “I ran on to the ice, assessed her and arranged for transport to the first aid room. Because we were at the world championships and living in the same hotel, **I treated her four times per day.**”

Then there’s the mixed pressure of balancing what’s best for the athlete and what’s best for the sport. **Convincing an athlete to hold back or even leave the sport can be tough.**

“The hardest part is telling an athlete they have to alter their participation level in their late teens or early 20s due to a serious injury,” says Bookalam.

Kent Falb, president of the National Athletic Trainers' Association, says a trainer's work is vital to the success of any team, yet **trainers still struggle with their public image.** "There's lots of trainers out there — computer trainers, horse trainers, lion trainers," laughs Falb, who is also head athletic trainer with the Detroit Lions.

Falb was once asked to speak at a Rotary Club meeting. The speaker introduced him as a lion trainer. Needless to say, Falb always emphasizes the word "athletic" when he talks about his job. "When people just say the word trainer, it doesn't give us the respect or the dignity," he says.

But there are pluses to the business, Falb says. **"I like the fact that you're in a health profession, but you're dealing with healthy, physically active people,"** he says.

"You could treat people in a clinic with these types of injuries, using the same techniques. But here I'm dealing with the injuries, but with world-class athletes. And I'm involved in **a highly competitive, highly professional business.**"

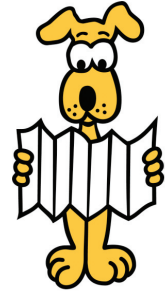
Perhaps the biggest reward an athletic trainer receives is helping athletes reach the pinnacle of success, while showing them how to lead a healthy, productive life once they retire from the sport.

"My job has had a tremendous impact on my life," says Bookalam. "It has allowed me to put it in better perspective, and I've learned that **unless you're healthy yourself,** you can't help other injured athletes. It's taught me that there is life after elite sports — good health later in life might be worth more than the moment of victory at the time."

Summarized Career Card: Athletic Trainer

Use this form to record important details about your selected careers.

Career: ATHLETIC TRAINER



What They Do: Job Description

In your own words, write a general job description for a person in this career.

Athletic trainers teach athletes how to avoid getting hurt
and help them recover after an injury.

List three specific tasks this person might do in a typical day.

- Set up work-out and training programs for athletes so that they can perform well.
- Use physical therapy equipment and techniques to take care of athletes when they are injured.
- Treat minor injuries or provide emergency first aid to injured athletes.

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

Athletic trainers work with professional sports teams, at
medical clinics, or at universities.

- Whom do they work with?

Athletic trainers work with professional and amateur athletes.
We can also infer that they work with coaches and other people
who work with the sports team.

- How much travel or stress is involved? What else does the job demand?

Athletic trainers have to travel with the athletes. The job can be very stressful — especially when working with a seriously injured athlete.

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

Athletic trainers may need to provide around-the-clock care to an injured athlete.

What To Learn: Education

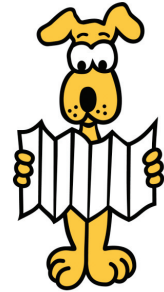
What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

Sample Career Card: Athletic Trainer

Use this form to record important details about your selected careers.

Career: _____



What They Do: Job Description

In your own words, write a general job description for a person in this career.

List three specific tasks this person might do in a typical day.

- ---

- ---

- ---

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

- Whom do they work with?

- How much travel or stress is involved? What else does the job demand?

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

What to Learn: Education

What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

Working Conditions and Interview: Athletic Trainer

People who do this job report that:

- You would often handle loads up to 20 lbs., sometimes up to 50 lbs. You might do a lot of lifting, carrying, pushing or pulling.
- Work in this occupation involves bending or twisting your body more than one-third of the time
- Exposure to pollutants, gases, dust, fumes, odors, poor ventilation, etc.
- Exposed to disease and infections more than once a month through work such as patient care, laboratory work, and sanitation control
- Conditions are very hot (above 90 F) or very cold (under 32 F)
- Work in this occupation requires being outside most of the time
- Work in this occupation involves standing more than one-third of the time
- Work in this occupation involves walking or running more than one-third of the time

Working in this career involves (physical activities):

- Bending, stretching, twisting, or reaching
- Seeing clearly up close
- Speaking clearly enough to be able to be understood by others
- Identifying and understanding the speech of another person
- Using abdominal and lower back muscles repeatedly or over time without tiring

Work Hours and Travel

- Irregular hours
- Overnight travel
- Weekend work

SOURCE: RUReadyND.com

If you were an athletic person who liked working with people...

Working Conditions you would enjoy...	Working Conditions you would not enjoy...

Interview

Not many kids have a clear vision of their future, but Mike Burnstein sure did.

At 14, Burnstein volunteered to do equipment duties for a Junior A hockey team with the hope of becoming an athletic therapist. He sharpened skates and learned about player injuries. Before long, whenever a kid in gym class got injured, his high school sports teacher would call him down from math to have a look.

"This is what I wanted to do all my life," says Burnstein, who is the head athletic therapist for the Vancouver Canucks.

Burnstein knew exactly where to go for training, and shortly after graduation, he got the job with the Canucks. But it wasn't long before he had his baptism of fire. Star player Pavel Bure received a serious injury early in the season. Bure blew out his anterior cruciate ligament—an important ligament surrounding the knee. It was going to take months of work.

"It was a big hurdle for me to overcome," says Burnstein, admitting that coping with Bure's fame was a challenge. "When he got hurt at the start of the season, I was thrown in the kitchen right away. He's one of the best players in the world and I had to rehab him back."

If that wasn't enough, the ever-watchful media also focused on Burnstein and Bure. But they both came through it. "At the time I hated it," Burnstein says. "Now I can sit back and relax. Once you've been through something like that, you know it can't get any worse."

While the pressures outside the professional sports umbrella aren't as intense, all therapists deal with the future of athletes in their job. "Knowing you're helping a young athlete is important, even though they don't realize it at the time," says Lynn Bookalam, head athletic therapist and clinic coordinator at McGill University.

While Bookalam doesn't work in pro sports, she has worked with world-class athletes as chief athletic therapist at the 1992 Olympic Games in Albertville, France. Sometimes her work demands round-the-clock care, depending on the conditions under which the injury occurred.

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suffered a mild concussion,” says Bookalam. “I ran on to the ice, assessed her and arranged for transport to the first aid room. Because we were at the world championships and living in the same hotel, I treated her four times per day.”

Then there’s the mixed pressure of balancing what’s best for the athlete and what’s best for the sport. Convincing an athlete to hold back or even leave the sport can be tough.

“The hardest part is telling an athlete they have to alter their participation level in their late teens or early 20s due to a serious injury,” says Bookalam.

Kent Falb, president of the National Athletic Trainers’ Association, says a trainer’s work is vital to the success of any team, yet trainers still struggle with their public image. “There’s lots of trainers out there—computer trainers, horse trainers, lion trainers,” laughs Falb, who is also head athletic trainer with the Detroit Lions.

Falb was once asked to speak at a Rotary Club meeting. The speaker introduced him as a lion trainer—needless to say, Falb always emphasizes the word “athletic” when he talks about his job. “When people just say the word trainer, it doesn’t give us the respect or the dignity,” he says.

But there are pluses to the business, Falb says. “I like the fact that you’re in a health profession, but you’re dealing with healthy, physically active people,” he says.

“You could treat people in a clinic with these types of injuries, using the same techniques. But here I’m dealing with the injuries, but with world-class athletes. And I’m involved in a highly competitive, highly professional business.”

Perhaps the biggest reward an athletic trainer receives is helping athletes reach the pinnacle of success, while showing them how to lead a healthy, productive life once they retire from the sport.

“My job has had a tremendous impact on my life,” says Bookalam. “It has allowed me to put it in better perspective, and I’ve learned that unless you’re healthy yourself, you can’t help other injured athletes. It’s taught me that there is life after elite sports—good health later in life might be worth more than the moment of victory at the time.”

If you were an athletic person who liked working with people...

Working Conditions you would enjoy...	Working Conditions you would not enjoy...

Career Education and Get Started

The **BIG** Idea

- What education do my selected careers require, and why is it important to know this?

AGENDA

Approx. 45 minutes

- I. Warm Up: How Much Education for that Job? (10 minutes)
- II. Education: Research and Summarizing (15 minutes)
- III. Get Started (15 minutes)
- IV. Wrap Up: Never Say Never (5 minutes)

MATERIALS☐ **PORTFOLIO PAGES:**

- Portfolio pages 6-9, Career Card, (two per student), (from lesson 2)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 25-25A, RUReadyND.com Directions (from Lesson 2)
- Student Handbook page 27, Identify that Education!
- Student Handbook page 28, How Much Education?
- Student Handbook page 29, Education: Athletic Trainer
- Student Handbook page 30, Connections

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, Identify that Education! Answer Key
- Facilitator Resource 2, How Much Education? Answer Key
- Facilitator Resource 3, Highlighted Education: Athletic Trainer
- Facilitator Resource 4, Summarized Career Card: Athletic Trainer
- Facilitator Resource 5, Sample Career Card: Athletic Trainer

☐ Overhead projector

☐ LCD projector and laptop

☐ Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use RUReadyND.com to find information about the types of education required to pursue the careers of their choice.
- Summarize the education requirements for each career on their **Career Cards**.

OVERVIEW

In this lesson, students will investigate the different types of education required by different careers. To begin, they'll discuss different types of education, from apprenticeships and technical schools to four-year colleges and beyond. Then they'll examine how to identify and summarize the required and recommended education for their two selected careers. Finally, they'll check out the **Connections** feature of RUPrepareND.com for ideas about where they can go for further information.

PREPARATION

- ☐ Make arrangements for the class to use the computer lab. Also make arrangements to access RUPrepareND.com via your laptop and projector. (**See Lesson 1 for background issues on computers and modifications for non-computer lessons.**)
- ☐ 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 5, Sample Career Card: Athletic Trainer**
 - **Student Handbook pages 25-25A, RUPrepareND.com Directions**
 - **Student Handbook page 27, Identify that Education!**
 - **Student Handbook page 28, How Much Education?**
 - **Student Handbook page 29, Education: Athletic Trainer**
 - **Student Handbook page 30, Connections**
- ☐ If students will be using personal computers, write the web address RUPrepareND.com on the board or chart paper.
- ☐ To assist students with vocabulary, photocopy a class set of the vocabulary listed in this lesson for students to use during their independent RUPrepareND.com research.

BACKGROUND INFORMATION

In this lesson, you will need to explain the difference between tech/trade schools and community colleges. Many careers can receive their training through either type of education, making the distinction between the two very difficult. Tech/trade schools are very job oriented. All of the classes and coursework are geared directly towards tasks and skills for your chosen career. Community college coursework includes a job training component found in the tech/trade schools, but students are also exposed to general studies courses. These courses would allow a student to transfer after two years to a four-year school with some, if not all, of their credits. A tech/trade school is a good choice for a student who wants to enter the workforce as soon as possible. A community college is a good choice for someone considering going on for a four-year degree.

Lastly, the vocabulary for this lesson can be confusing to students. Using chart paper, an overhead projector, or a white board, you will need to explain that some vocabulary words share the same meaning.

- Community college or two-year college; associate's degree
- Four-year college or university; bachelor's degree

VOCABULARY

Post-secondary education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Community college (Two-year college): A post-secondary school that offers career training, or preparation for a four-year college. Upon graduating, students receive an **associate's degree**.

Technical/trade school: A post-secondary school that offers instruction and training in a variety of skills and trades.

Apprenticeship: a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Four-year college or university: a post-secondary school that provides four years of study. Upon graduating, students receive a **bachelor's degree**.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 27, Identify that Education!** as a DO NOW. Give students three minutes to answer the questions. Once students have completed their quiz, go over the answers, and then begin with the discussion in the **Warm Up**.

RUReadyND.com is written at an 11th- or 12th-grade reading level, which means that the reading level may be a challenge for some students. Encourage students to help each other with difficult vocabulary and re-read complex passages to figure out meaning. You'll need to circulate and provide help to students who need it.

For struggling readers, you may wish to print out RUReadyND.com resources so students can highlight and take notes directly on the pages. In addition, you could pair stronger students with struggling readers.

You may not have time to complete all of the activities in this lesson. If you are running short on time, you may cut out **Activity III, Connections**, or have students research one or two websites instead of three.

ACTIVITY STEPS

I. Warm Up: How Much Education for That Job? (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everybody! In this unit, you've been exploring two careers. So far, we've focused on job responsibilities and working conditions. This week, we're going to look at the education that is required for each of your careers.
2. **SAY SOMETHING LIKE:** Most jobs will require some training or education after you graduate. There are different kinds of education. For our purposes, we're going to focus on six different categories of education:
 - High school only
 - Apprenticeships
 - Technical/trade programs
 - Community college
 - Four-year college or university
 - Graduate school
3. **SAY SOMETHING LIKE:** Before we try to match individual careers to their education, let's review these different categories. I'd like you to turn to your **Student Handbook, page 27, Identify that Education!** Take two minutes and see if you can match each type of education to its correct description on the list. [Give students a few minutes to complete this handbook page.]
4. [When students are done, show the answers (**Facilitator Resource 1, Identify that Education! Answers Key**) on an overhead projector. Briefly review any types of education that are confusing to the students. Make sure to explain the difference between the tech/trade schools and community colleges here. (See **BACKGROUND INFO** for a detailed explanation.)]
5. **SAY SOMETHING LIKE:** Of course, different jobs require different levels of education. Now that you all know the differences between the types of education, let's see if we can correctly match six careers to the types of education they require. [Instruct students to turn to **Student Handbook page 28, How Much Education?**. Give the students two minutes to complete this activity. Then go over the correct answers using an overhead version of **Student Handbook page 28, How Much Education?**. Underneath each career draw the path of education necessary to work in that career.

(See **Facilitator Resource 2, How Much Education? Answer Key.**) Instruct the students to write these paths below each career on **Student Handbook page 28.**]

II. Education: Research and Summarizing (15 minutes)

1. **SAY SOMETHING LIKE:** For the past two weeks we have been working on summarizing the information from RUReadyND.com on your **Career Cards**. Today you are going to complete the final section of your **Career Cards**. Who can explain what it means to summarize a passage? [Allow students to respond.] Exactly, when you summarize a reading, you are putting the big ideas into your own words.
2. **SAY SOMETHING LIKE:** Last week we summarized the **Working Conditions** for an athletic trainer. This week we're going to summarize the **Education** requirements together. Before we start reading about the **Education** of an athletic trainer, let's read through the questions from the **Career Card**. These questions will help us identify the important information from RUReadyND.com.

[On chart paper, display the questions listed under **What to Learn: Education** on the **Career Card**. Have a different student read each question. Explain the definitions for "required" and "recommended."]

Let's walk through an example together. Turn to **Student Handbook page 29, Education: Athletic Trainer**. [Pass out highlighters to students.] We are going to stop and discuss any important information. I want you to keep an eye out for education that is required to be an athletic trainer along with education that is recommended for athletic trainers. I will underline the important facts on the overhead and you should highlight those facts with the highlighters you were just given. Wait to highlight the information until we go over it together.

[Have a volunteer read the paragraph aloud. Use an overhead transparency of **Student Handbook page 29, Education After High School** to show students how to identify and underline just the key information. Then, display **Facilitator Resource 5, Sample Career Card**. Ask students to restate the most important information about required and recommended education, and complete the **Education** section using their suggestions.]

3. [Give students 10 minutes to research and summarize the required and recommended education for their selected careers. If students finish early, have them share their research with a partner or allow them to look up the **Connections** info for their second career.]

III. Connections (15 minutes)

1. **SAY SOMETHING LIKE:** By now, you probably have one career that you are more interested in. Now you're going to review websites outside of RUReadyND.com that can give you additional information about that job.
2. [Model how to access the **Connections** tab of the career profile for "electrician" by typing "electrician" into the **Search** box in the upper right corner of the page. Then click on the link for **Electrician** when it appears. Click on the **Get Started** tab on the left side of the page.]
3. **SAY SOMETHING LIKE:** The **Connections** tab provides information about associations and other Internet sites related to the career that you chose. An association is typically a group of people in a particular profession who works to bring benefits and recognition to the profession.

For example, the International Brotherhood of Electrical Workers (IBEW) is an association that works on behalf of electricians. The IBEW does many things, including providing information about apprenticeships. If you click on the link for **IBEW**, you can learn more about it.

[Click the link for the **International Brotherhood of Electrical Workers**. It will open in a new tab or window. Point out key information to give the students an idea of what type of information can be found on the site. To show students how to learn about apprenticeships, click on the red **NJATC logo** on the bottom of the page, then on **NJATCU**.]

SAY SOMETHING LIKE: RUReadyND.com will have a number of associations listed for most careers. Some of the associations will have websites, while others will only have mailing addresses. Today you will only have time to explore the websites, but on your own, you could write to one of the associations at their mailing address for additional information.

You'll also see a list of other Internet sites listed on the **Connections** page of RUReadyND.com. You can explore these sites to learn more about the career, too. If there are no association websites listed on the **Connections** page for your career, choose one of the other Internet sites to explore instead.

Please take the next eight minutes to complete **Student Handbook, page 30: Connections** using the information on the **Connections** tab. You will be writing the name of three associations or Internet sites in column one. Write the URL or web

address for each of those sites in column two. In column three, I'd like you to write down one piece of information that you learned from each site.

[If students finish early, have them share their research with a partner or allow them to look up the **Connections** info for their second career.]

IV. Wrap Up: Never Say Never (5 minutes)

1. **SAY SOMETHING LIKE:** Raise your hand if you are sure you will go to a four-year college. Now raise your hand if you're sure you'll go to a community college or technical program. Who is sure they won't go to college at all?

No matter what you expect your future to hold, one thing is certain—you're sure to face some surprises! After your research today, you've probably learned first-hand how education can open doors to exciting careers out there. And often, the more education you have, the more opportunities you'll have. So, even if you still don't think college is for you, I hope you keep yourself open to all options when it comes to your education after high school.

2. **SAY SOMETHING LIKE:** That wraps up today's lesson. Next week is the last week in our careers unit. You are going to decide which of your two careers seems to best fit all of your interests and skills. Then you'll pitch that career to some of your classmates.

Identify that Education! Answer Key

The letter next to each career matches the type of education to its description.

- A. Apprenticeship
- B. Technical/trade program
- C. Community college
- D. Four-year college
- E. Graduate school

1. **C** A post-secondary school that offers career training, or preparation for a four-year college. Upon graduating, students receive an associate's degree.
2. **B** A post-secondary school that offers instruction and training in a variety of skills and trades.
3. **A** A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.
4. **D** A post-secondary school that provides four years of study. Upon graduating, students receive a bachelor's degree.
5. **E** A school offering courses leading to degrees more advanced than the bachelor's degree. A person needs to graduate from a four-year college before this step.

How Much Education? Answer Key

The letter next to each career below identifies the type of education it requires:

- A. High school only
- B. Apprenticeship
- C. Technical/trade program (vocational programs)
- D. Community college (two-year school or associate's degree)
- E. Four-year college (bachelor's degree)
- F. Graduate school

For each career have the students identify the correct career, then walk them through one possible path to that career.

1. **B** Electrician:

HS diploma → Apprenticeship (four to five years)

2. **F** Pediatrician

HS diploma → Four-year college → Four years of medical school → Residency at hospital

3. **E** High school teacher

HS diploma → Four-year college

4. **C** Aircraft mechanic

HS diploma → Tech/trade school

OR:

D: *HS diploma → Community college*

5. **D** Dental assistant

HS diploma → Community college

OR:

C: *HS diploma → Tech/trade school*

6. **A** Telephone operator

HS diploma

*** Most aircraft mechanics go to tech/trade school, while most dental assistants get their certification at community college. However, in both careers, either path is possible.*

EDUCATION: ATHLETIC TRAINER

From RUReadyND.com

A bachelor's degree from an accredited college or university is required for almost all jobs as an athletic trainer. According to the National Athletic Trainers Association, 68 percent of athletic trainers have a master's or doctoral degree. Athletic trainers may need a master's or higher degree to be eligible for some positions, especially those in colleges and universities, and to increase their advancement opportunities. Because some positions in high schools involve teaching along with athletic trainer responsibilities, a teaching certificate or license could be required. In 2006, 46 States required athletic trainers to be licensed or registered; this requires certification from the Board of Certification, Inc. (BOC).

SOURCE: RUReadyND.com

Summarized Career Card: Athletic Trainer

Is this career for you?
Use this page for
all the details.



Use this form to record important details about your selected careers.

Career: **ATHLETIC TRAINER**

What They Do: Job Description

In your own words, write a general job description for a person in this career.

Athletic trainers teach athletes how to avoid getting hurt
and help them recover after an injury.

List three specific tasks this person might do in a typical day.

- Set up work-out and training programs for athletes so that they can perform well.
- Use physical therapy equipment and techniques to take care of athletes when they are injured.
- Treat minor injuries or provide emergency first aid to injured athletes.

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

Athletic trainers work with professional sports teams, at
medical clinics, or at universities.

- Whom do they work with?

Athletic trainers work with professional and amateur athletes.
We can also infer that they work with coaches and other people
who work with the sports team.

- How much travel or stress is involved? What else does the job demand?

Athletic trainers have to travel with the athletes. The job can be very stressful — especially when working with a seriously injured athlete.

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

Athletic trainers may need to provide around-the-clock care to an injured athlete.

What to Learn: Education

What is the minimum level of education required for this career?

The minimum level of education required for an athletic trainer is a bachelor's degree, which you obtain by graduating from a four-year college or university. Most states also require athletic trainers to get a professional certification.

Explain any additional education for this career. (Include name and number of years for this type of school.)

Most Athletic Trainers also have a Master's degree or a Doctoral degree. These degrees required more schooling after graduating from a four-year college.

Sample Career Card: Athletic Trainer

Is this career for you?
Use this page for
all the details.



Use this form to record important details about your selected careers.

Career: _____

What They Do: Job Description

In your own words, write a general job description for a person in this career.

List three specific tasks this person might do in a typical day.

- _____

- _____

- _____

What They Do and Interview: Working Conditions

Describe the working conditions of this career.

- Where do people typically work?

- Whom do they work with?

- How much travel or stress is involved? What else does the job demand?

- How many hours a week do people typically work? (You may need to multiply the hours per day by the number of days worked per week.)

What to Learn: Education

What is the minimum level of education required for this career?

Explain any additional education for this career. (Include name and number of years for this type of school.)

Identify that Education!

Directions: Below you will see six categories of education. Match the type of education to its description below by writing the letter (A, B, C, D, E) next to each one.

- A. Apprenticeship
- B. Technical/trade program
- C. Community college
- D. Four-year college
- E. Graduate school

1. _____ A post-secondary school that offers career training, or preparation for a four-year college. Upon graduating, students receive an associate's degree.
2. _____ A post-secondary school that offers instruction and training in a variety of skills and trades.
3. _____ A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.
4. _____ A post-secondary school that provides four years of study. Upon graduating, students receive a bachelor's degree.
5. _____ A school offering courses leading to degrees more advanced than the bachelor's degree. A person needs to graduate from a four-year college before this step.

How Much Education?

Different jobs require different levels of education. Six categories of education are:

- A. High school only
- B. Apprenticeship
- C. Technical/trade program (vocational programs)
- D. Community college (two-year school or associate's degree)
- E. Four-year college (bachelor's degree)
- F. Graduate school

Identify the type of education typically required for each career below by writing the letter (A, B, C, D, E, F) next to each one. (Some careers may have more than one correct answer.)

- 1. _____ Electrician
- 2. _____ Pediatrician
- 3. _____ High school teacher
- 4. _____ Aircraft mechanic
- 5. _____ Dental assistant
- 6. _____ Telephone operator

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From RUReadyND.com

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SOURCE: RUReadyND.com

Connections

DIRECTIONS: Sign into RUReadyND.com. Type the name of the career that you are researching into the **Search** box in the upper right corner and click **Go**. Click the name of the career when the link appears. Next, click on the **Connections** tab on the left side of the page. In the first column below write down the names of three associations or other Internet sites that sound interesting to you. In the second column, write the web address or URL for that site. Click on the links for the first site. Search for one piece of information that is interesting to you and write it in the third column. Then, click on the links for the second and third sites and write down interesting information from these sites.

Career: _____

Name of Association or Site	Web Address	Interest Information

Career Pitch

The **BIG** Idea

- Which of the careers explored (by me or my team) best fits my interests and skills and why?

AGENDA

Approx. 45 minutes

- I. Warm Up: Could This Be Your Career? (5 minutes)
- II. Write Your Career Pitch (15 minutes)
- III. Pitch Your Career (15 minutes)
- IV. Wrap Up: My Career (10 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio pages 6-9, Career Card, (two per student), (from lesson 2)
- Portfolio page 10, Career Pitch
- Portfolio page 11, Career Reflection
- Portfolio page 26, Grade 8 Skills Checklist (Careers Skills only)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 31, Reflection: Career Pitches

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Career Pitch (Sample)

☐ Overhead projector or chart paper and markers

☐ Index cards (three per student)

OBJECTIVES

During this lesson, the student(s) will:

- Choose their favorite career from the two they researched and summarize the most exciting aspects of that career in a career “pitch.”
- Pitch their career to three students.
- Select their top career choice—either their own or another student’s—and write a reflection about why it is the best choice for them.

OVERVIEW

In this lesson, students will choose their favorite career from the two they've researched and write a career "pitch" about it—describing what's exciting about the job, what kind of people would like this job, and the education required to pursue it. Then they'll pitch their career to a few of their peers. After each student has pitched his or her career to three students, group members will write one interesting fact they learned about each one. Then students will choose the career that's best for them—either the one they pitched themselves, or one that another student pitched. Finally, they will write a career reflection about why the career they chose is best for them.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, Career Pitch (Sample)**
 - **Portfolio page 11, Career Reflection**
 - **Student Handbook page 31, Reflection: Career Pitches**

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.**)*

Directions: Read over the sample career pitch for _____ (insert name of career used). Then answer the questions below.

Questions:

1. Does this career appeal to you? Why or why not?
2. What information is included in this sample career pitch?
3. What resources could you use to complete a career pitch for one of the careers you researched?

[Then call on students to read their answers, and then discuss the first **SAY SOMETHING LIKE** from the **Warm Up**.]

For **Activity III, Pitch Your Career**, you can have students pitch their careers to the whole class. The students who are watching can write down a fact they learned about each presentation.

ACTIVITY STEPS

I. Warm Up: Could This Be Your Career? (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the fifth and final week in our careers unit. In the last three weeks, you've been researching and thinking about the two careers you selected. This week, you're going to choose your favorite career from these two and "pitch" that career to a group of three or four other students. In this pitch, you're sharing with other students why the career is such a great choice. In a sense, you are trying to persuade them to pursue your career. You will get a chance to think about the careers pitched by your fellow classmates, and figure out if one of these new careers could fit your interests and skills. At the end of class, you will choose the career that is the best fit for you. It can be the one you pitched yourself, or you can select a career pitched by another person in your group. Finally, you'll write a reflection about why that career is the best choice for you.
2. **SAY SOMETHING LIKE:** How do you "pitch" a career? Let's take a look at an example. Say I've chosen flight attendant as my favorite career, and I want other students to see why it's such an exciting job—and maybe even consider it for themselves. [Put the **Facilitator Resource 2, Career Pitch (Sample)** on an overhead projector. Give students a minute or two to read through it.]
3. **SAY SOMETHING LIKE:** Does this career appeal to you? Why or why not?

II. Write Your Career Pitch (15 minutes)

1. **SAY SOMETHING LIKE:** The pitch you write today will look a lot like the example I showed you for flight attendant. If you turn to your **Portfolio page 10, Career Pitch** you'll see the form you'll use for your pitch. [Keep the transparency of the **Facilitator Resource 2, Career Pitch (Sample)** on the overhead projector. This follows the student handbook page.] To write your pitch, you're going to use the information from the **Career Card** you've completed over the past few weeks.
2. **SAY SOMETHING LIKE:** Let's walk through this form together. Let's start at the top, "**If you enjoy...**" This is where you'll list the most exciting things about the career. Again, take a look at the **Career Card** for some ideas. What sections from your **Career Card** could you use for this first part? [Allow students to respond.] Exactly! You could list things from the **What They Do**, or **Working Conditions**. For flight attendant, I used

some of the exciting tasks from the career's **What They Do**.

3. **SAY SOMETHING LIKE:** In the next section, "**If you don't mind...**" you'll list two things that might be negative about this career. For example, when I researched the working conditions for flight attendant, I learned that they work long hours, spend a lot of time on their feet, and have to be away from home a lot. I thought those were difficult things about being a flight attendant, so I listed them here. Why do you think it's important to include the negative aspects of your career? [Allow students to respond.]
4. **SAY SOMETHING LIKE:** In the next section, "**If you are...**" you'll list a characteristic of someone who might like this career. To complete this section, you will have to make some inferences about the qualities of a person who would enjoy and fit this career. The characteristics I associate with flight attendants are adventure and helping people, so I listed those here. But I also learned, from **Working Conditions**, that flight attendants have to be prepared to deal with different emergencies, and I thought that was another important characteristic.
5. **SAY SOMETHING LIKE:** Next, you're going to list the name of the career. ("Then consider a career as a...") And in the last section ("To prepare for this career..."), you'll look at the education and training you described on the **Career Card**. For example, flight attendants must have a high school degree, but companies prefer a college degree. I also learned that there's a training program for flight attendants.
6. **SAY SOMETHING LIKE:** As you can see, you're really using the information you've already researched in the **Career Card** to complete your **Career Pitch**. Now your goal is to turn this information into a persuasive pitch that will make everyone else in this class want to pursue that career. Before you begin, do you have any questions?
7. [Give students eight minutes to complete their career pitch.]

III. Pitch Your Career (15 minutes)

1. [Divide the class into groups of four or five. Display **Student Handbook page 31, Reflection: Career Pitches** using an overhead projector or chart paper and instruct students to turn to this page in their handbook. Explain that each student will have two minutes to pitch his or her career to their group. They can use their **Career Pitch** form, but also have them share the **Career Card** for that career. After each student has pitched their career to their group, the other members must write down something they

learned from that person's pitch on **Student Handbook page 31, Reflection: Career Pitches**. This can be something they found interesting, surprising, or just a general fact they remembered.]

2. [Give students about 10 minutes for their career pitches. Ask them to wrap up their pitches and bring them back as a whole class. Then lead a class discussion using the questions below. You may wish to write these questions on chart paper to ease the facilitation of this discussion.

Debriefing Questions:

- a. What were some careers you heard about today that you hadn't thought about before?
- b. Were there tasks or responsibilities of a job that you could not see yourself doing? Why?
- c. Was there a career(s) that you think you could enjoy? Why?
- d. Why is it important to identify careers that best fit your interests and skills?

[After the discussion, give them one minute to choose their final career—the career they feel is the best fit for them. They may keep the career they've chosen, or choose one pitched by someone else.]

IV. Wrap Up: My Career (10 minutes)

1. **SAY SOMETHING LIKE:** I hope you all learned a lot about the careers presented by your group, and are excited about the final career you chose. In the remaining time, I'd like you to explain why you selected that career. Please turn to your **Portfolio page 11, Career Reflection**. As you see, this page asks you to think about the different aspects of the career you've researched over the past three weeks: **What They Do, Working Conditions, and Education**.
2. **SAY SOMETHING LIKE:** You have the remaining class time to complete this reflection. Before you begin, I'd like to congratulate you all on your work in this unit. I hope you all come away from this unit with some new ideas about possible careers, and how to choose them.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 26, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for careers.

Careers

I can ...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use RUReadyND.com to do independent research.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Evaluate careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify the education needed for my chosen career.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Careers 5: Career Pitch

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

Questions:

1. Does this career appeal to you? Why or why not?

2. What information is included in this sample career pitch?

3. What resources could you use to complete a career pitch for one of the careers you researched?

Career Pitch (Sample)

Select your favorite career from the three you researched. Use the **Career Card** for that career to complete the pitch below.

If you enjoy...

List at least three exciting or positive things about this career.

- Traveling to new places
- Working with many different kinds of people
- Flying in airplanes

If you don't mind...

List two possible negative things about this career.

- Working long hours on your feet
- Being away from home a lot

If you are someone who...

List two characteristics or values of someone you think would fit this career.

- Loves an adventure and helping people
- Can stay calm and take charge in an emergency

Then consider a career as a...

Write the career below.

- Flight attendant

To prepare for this career, it takes...

Describe the education and training required for this career.

- At least a high school degree, but a college degree is preferred
- Flight attendant training to learn how to handle many situations and emergencies

Reflection: Career Pitches

Directions: Complete the career pitch reflection for each career presented to you.

CAREER PITCH 1

Name of student: _____

Name of career: _____

Explain at least one fact you learned from this career pitch. This can be something interesting, surprising, or just something you remembered hearing.

- _____

- _____

CAREER PITCH 2

Name of student: _____

Name of career: _____

Explain at least one fact you learned from this career pitch. This can be something interesting, surprising, or just something you remembered hearing.

- _____

- _____

CAREER PITCH 3

Name of student: _____

Name of career: _____

Explain at least one fact you learned from this career pitch. This can be something interesting, surprising, or just something you remembered hearing.

- _____

- _____

Is this a good career for someone you know? Tell them about the good, the bad, and the in-between.



Career Pitch: _____ (name of career)

Select your favorite career from the three you researched. Use the career card for that career to complete the pitch below.

If you enjoy....

List at least three exciting or positive things about this career.

- _____
- _____
- _____

If you don't mind...

List two possible negative things about this career.

- _____
- _____

If you are someone who...

List two characteristics or values of someone you think would fit this career.

- _____
- _____

Then consider a career as a...

Write the career below.

_____ !

To prepare for this career, it takes...

Describe the education and training required for this career.

Which career is for you?
Explain why.



Career Reflection

Listen carefully to each career pitch from students in your group. When you've heard all the pitches, choose the career that you think is the best fit for you and explain your answer below.

Top Career Choice: _____

I chose this career because (check all that apply):

- ☐ I like the day-to-day responsibilities. (Explain)

- ☐ The working conditions are a good match for my personality. (Explain)

- ☐ I am willing to complete the education needed for this career. (Explain the necessary education for this career and why you are willing to complete it.)

One obstacle that might prevent me from pursuing this career is....

One thing I can do to overcome this obstacle is....

UNIT 4

COMMUNICATION & NETWORKING

Lesson Descriptions

Communication & Networking 1: Phone and E-mail Etiquette

How can I use the phone and e-mail to communicate effectively with adults?

Communication & Networking 2: Your Network

What is networking and how can it help me?

Communication & Networking 3: Meeting and Greeting

What are the advantages of being a good conversationalist, and how can I improve my conversational skills?

Communication & Networking 4: Networking Challenge

What have I learned about networking and communication?

PLANNING PYRAMID

GRADE 8, Unit 4, Communication & Networking



Some Students Will:

- Start and continue a conversation with someone they don't know well.

Most Students Will:

- Initiate a phone conversation and/or leave a message that's business appropriate.
- Use a template to write a note thanking someone for their help.
- Shake hands like a businessperson.

All Students Will:

- Understand the difference between informal and business-appropriate e-mail.
- Recognize the characteristics of a business-appropriate phone call.
- Identify at least two adults in their personal network.
- Recognize that they can greatly expand their knowledge of the world by asking friends, and friends of friends, for help.
- Explain the reason for sending a thank-you note to a person who's helped them.
- Give two tips for talking to someone they don't know well.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more info, visit www.roadstosuccess.org.

Did you know?

The most effective job-hunting methods involve person-to-person contact:

- Researching companies with informational interviews & follow-up.
- Calling companies listed in the phone book to find out if they're hiring for work you can do.
- Knocking on doors of companies that interest you.
- Asking people you for job leads.

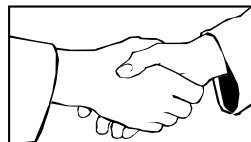
Source: "What Color Is Your Parachute?" author Richard Bolles, at www.jobhuntersbible.com

The Power of Networking

Teens can get a head start on their careers by talking to adults about their work experiences — their first jobs, what they loved, what they hated, how they got where they are today.

Neighbors, teachers and extended family members, friends from sports teams or religious organizations — all can be good sources of information. That's networking.

Networking is about building relationships that last for years. It's about giving help as well as accepting it. Young people may be uncertain about what they have to offer in exchange for job leads or advice. Here are some ideas:



Lend a hand.

Volunteering is a great way to meet new people. And it gives you a chance to show how hard-working and resourceful you are. Help with a neighborhood clean-up, organize a clothing drive, or share your computer skills.

Show enthusiasm.

Teens who are eager to learn can be a refreshing change from the "been there, done that" attitude of some more experienced workers.

Give somebody a chance to be a hero.

Most people like talking about their jobs and giving advice. People find it satisfying when a young person succeeds because of their help. Two rules of networking: #1: Let the person who helped you know how things turned out. #2: Say thanks.

Once your teen has his first job, remind him that this is his chance to show what he can do. Can his boss count on him? Does he do more than what's required? Being a good employee adds to the network of people willing to help him when it's time to move on.

Grade by Grade: Real-world Communication

Most teens use e-mail and many use instant messaging. This means plenty of opportunities to develop very unbusiness-like habits when it comes to using the Web!

In Grade 8, Roads to Success presents classes that focus on ways business communication is different from chatting with friends.

Some highlights:

- How to leave a phone message
- Appropriate screen names & e-mail etiquette
- How people you know can help you find work — and how you can help in return (networking)
- How to say thanks
- How to shake hands

- How to start a conversation and keep it going

Web Tip:

Online journals (such as blogs or personal web pages) can be found by people they were never intended for — such as family members or future employers. Caution teens that material meant to be private may be more public than they realize.

Phone and E-mail Etiquette

The **BIG** Idea

- How can I use the phone and e-mail to communicate effectively with adults?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Phone Tap Game (15 minutes)

III. Can't Fail E-mail (5 minutes)

IV. Switch and Fix (15 minutes)

V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 32, Good Telephone Skills Checklist
- Student Handbook page 33, Can't Fail E-mail

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Script
- Facilitator Resource 3, Phone Tap Calls, one copy per group of three to four students

☐ Overhead projector and/or chart paper

☐ Notebook paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize there are different rules for phoning and e-mailing adults.
- Discuss the benefits of using proper etiquette, and learn when to choose a more formal approach.
- List and practice effective phone and e-mail habits.

OVERVIEW

Students discover that communicating effectively with adults requires different skills than those they use with friends. This lesson teaches when and how to adopt the more formal, correct etiquette, for both phone and e-mail communications. A group game hones students' telephone skills, and an e-mail activity reinforces proper Internet correspondence.

PREPARATION

- ☐ List the day's **Big Idea** and activities on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 32, Good Telephone Skills Checklist**
 - **Student Handbook page 33, Can't Fail E-mail**
- ☐ Obtain chewing gum (optional, but adds fun).
- ☐ Bring in a phone to use as a prop (cell or toy).
- ☐ Make copies of **Facilitator Resource 3, Phone Tap Calls**, one copy per group of three.

BACKGROUND INFORMATION

When kids talk to each other on the phone, or send e-mails via the Internet, they use slang, code, and “creative” punctuation (if any). They need to know that communicating with adults calls for a more formal approach. If they want to be taken seriously when networking, applying for a job, soliciting information, or functioning in a workplace, they must use the proper etiquette for phone and e-mail exchanges. During class they will learn, and practice, effective skills for making phone calls and writing e-mails.

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. List three rules for having a polite phone conversation with an adult.
(e.g.: Don't eat, drink, or chew gum while speaking)
2. Imagine you need to write an e-mail to an adult. How should this e-mail look different than an e-mail to a friend?

[Once students have completed their work, begin with the **Warm Up** as written. Students will share their responses to these questions where noted in the lesson plan.]

For classes that don't have the maturity to do **Activity II: Phone Tap Game** independently in groups, you can do it as an entire class. If you decide to do it as a class, choose two volunteers to play the parts of the adult listener and the caller; the rest of the class will act as tappers. After the volunteers have acted out their conversations, have the class evaluate the caller and offer constructive criticism. Then choose new volunteers and repeat. **NOTE:** If you decide to do this as a whole class activity, you'll need to make extra copies of **Student Handbook page 32, Good Telephone Skills Checklist**.

If you run short of time, drop **Activity IV, "Switch and Fix."** But make sure to complete **Activity III, "Can't Fail E-mail,"** so the students will understand the etiquette of e-mailing adults, and be able to practice on their own.

Conversely, if you have plenty of time and are in a school that allows each student to work on a computer, you can do "Switch and Fix" the following way: Have students log onto their computers, and access an e-mail writing screen. Then ask them to write a three- to five-sentence e-mail to a friend (as described below). Leaving this e-mail on their computer screen, the students then switch seats, moving to the computer on their right. In a new e-mail, they rewrite the letter and fix it so it's appropriate to send to an adult.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** This week, we're beginning a new unit on networking and communication. Today, we'll talk about how to use the phone and e-mail in business situations. Later, we'll learn about networking—how to make business connections and stay in touch. It's easier than you think, and it's a skill you'll use for the rest of your life.

How many of you make telephone calls?

[All hands should go up.]

If you call a friend and a parent answers, do you speak to the parent differently than you would your friend? Are you a little more polite and formal? [Students respond; some may be willing to show you both styles.]

Most of us have different "phone voices" for different circumstances. With friends it's OK to be relaxed and informal. But adults expect a little more. Suppose I had to call your parents and explain today's lesson. What do you think their impression would be if I sounded like *this*...

[Pop the gum in your mouth, pick up your phone, and chew loudly as you read **Facilitator Resource 2, Script.**]

SAY SOMETHING LIKE: What would your parents think of me? Would they be impressed? Would they want me to teach you how to succeed in the work world? [Students respond.]

II. Phone Tap Game (15 minutes)

1. **SAY SOMETHING LIKE:** Everyone needs good telephone skills to be taken seriously and make a positive impression. There are some basic skills everyone ought to know.

What rules should you follow when talking to an adult on the phone? [Record students' responses on the board or chart paper. (This question refers to number 1 on the DO NOW.)]

[**Display Student Handbook page 32, Good Telephone Skills** using an overhead projector or chart paper. Instruct students to turn to this student handbook page. On the overhead, check off all the skills your students already identified, and then have volunteers read the rest of the skills aloud.]

2. **SAY SOMETHING LIKE:** Keeping these skills in mind, we're going to play a game called "Phone Tap." Anyone know what a "phone tap" is? [Students respond. They'll probably know, from watching spy movies and TV detective shows.]

A phone tap is when someone listens in on a phone conversation. And, that's what you're going to do in this game: listen in on each other's calls.

3. [Organize students into groups of three (four if there are extra students). Give each group one copy of **Facilitator Resource 3, Phone Tap Calls**. Instruct the students to take turns being the caller, the adult listener, and the tapper—the person who listens in, or "taps" the call. If there are four in a group, assign two to work together as tappers. (See **Implementation Options** for suggestions.)]

[Explain the rules of the game: tappers write the name of the caller they are tapping on top of their **Student Handbook page 32, Good Telephone Skills Checklist**. During the call, the tapper checks off what the caller does right, and also makes notes to provide the caller with constructive feedback. For example, a tapper might note, "You remembered to spell your name, but you went too fast for someone to write it down," or "You were polite, but you referred to the manager as 'the guy.'" Instruct listeners to cooperate with the caller's requests, and keep the call moving by asking the caller good questions.]

4. [Every three minutes, call out for the groups to switch roles. Explain to students the following directions:
 - Callers become listeners, listeners become tappers, tappers become callers.
 - The new tapper writes the caller's name on the top of his/her sheet.
 - The new caller uses the next idea on the "Phone Tap Calls" list as the basis of his/her call.]
5. [When everyone has had a turn as caller, students exchange their sheets to see how many checks they earned, and what suggestions the tappers made. Anyone with multiple checks is doing well.]

III. Can't Fail E-mail (5 minutes)

1. **SAY SOMETHING LIKE:** Besides talking on the phone, how else do you communicate with friends?

[Let students answer; someone should say something like, "IM" and "e-mail" but if not, you suggest it.]

When you send an e-mail to a friend, do you use full sentences, correct spelling and proper grammar? [This should get a laugh, or a chorus of "No!"]

Give some examples of shortcuts you use. [Students give examples.]

Using shortcuts and abbreviations when you e-mail a friend is just fine. But when you e-mail an adult, or someone you don't know well, to get information about a job or a research paper, for example, you need to use a more formal and grammatically correct style.

2. [Display **Student Handbook page 33, Can't Fail E-mail** using an overhead projector and refer students to this page. Have a different student read aloud each e-mail. As a class, discuss the differences between the e-mail to a friend, and the e-mail to an adult. Point out what's important to remember when you communicate with adults via e-mail. Underline these tips on the overhead. Instruct the students to circle these tips on their handbook page.

If there are abbreviations or slang expressions in the e-mail to a friend that your students don't know, use that as a "teachable moment" to show them how an adult receiving an indecipherable e-mail might think and feel.]

IV. Switch and Fix (15 minutes)

1. [Instruct the students to take out a pencil and piece of paper, and write a three- to five-sentence e-mail to a friend describing something they'd like to receive as a gift, such as a new CD, a puppy, a sports car, etc. (Give a sheet of paper to every student who does not have one.) The subject isn't important, as long as they write the e-mail to someone their age, from one friend to another, with abbreviations, slang, etc. (Note that students should use language appropriate for school.) Tell them to include an e-mail heading (who it's to, from, date, subject line) as if it were a real e-mail. (The e-mail to an adult on **Student Handbook page 33, Can't Fail E-mail** provides a model.)

Give the class six minutes to write, with a one-minute warning when it's time to wrap up.]

2. [On your signal, tell the students to switch pages, passing their page to the person on their right.]
3. [The students now rewrite the letter in front of them, fixing it so it's appropriate to send to an adult. Put a fake name (such as Mr. Rich) and a fake e-mail address (richrich@money.com) on the board for them to use. Give them eight minutes to complete the task, with a one-minute warning when it's time to wrap up.]
4. [On your signal, tell them to pass the page back to its original writer. Give everyone a minute to read the revisions their partners made. If there's time, ask students to read aloud, and praise or suggest appropriate revisions.]

V. Wrap Up (5 minutes)

1. [If time permits, quiz the class's knowledge of telephone and e-mail tips. Without looking at their handbook pages, students should recite tips discussed earlier in class. (They do not have to recite the tip word for word as long as they have covered the main idea.) Check off their responses on the appropriate student handbook pages and give hints if the students seem stuck.]
2. **SAY SOMETHING LIKE:** How you present yourself to adults makes a difference, whether it's in person, on the phone, or in an e-mail. If you follow the simple guidelines we discussed today, adults will be more impressed by you, more likely to listen to you, and more willing to help you get what you want. Review the handbook pages often to improve your communication skills. That's it for today! Thanks, and see you next time.

DO NOW

Communication and Networking 1: Phone and E-mail Etiquette

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

Questions:

1. List three rules for having a polite phone conversation with an adult.
(e.g.: Don't eat, drink, or chew gum while speaking)

2. Imagine you need to write an e-mail to an adult. How should this e-mail look different than an e-mail to a friend?

SCRIPT

[Note: Please read this in an unprofessional manner. Mumble, shout, chew gum loudly, speak too fast, eat, burp, slurp—whatever will make your students cringe when they imagine their parents listening. And feel free to improvise.]

FACILITATOR

Yeah, um, it's me. I gotta tell ya, you know,
about the thing. The school thing. The whachamacallit.
Hold on —

(SHOUTING, OVER SHOULDER)

Whaddy want? I'm on the phone!

(BACK TO THE CALL)

So, um, where was I? Oh yeah, like, I teach that
school thing, for your kid, what's her name, his
name, whatever. It's about stuff ya gotta know,
like how to do good, when ya yak on the phone.
That's it.

(HANG UP)

PHONE TAP CALLS

You are going to be hosting a party for all of your classmates. In order to ensure that your party will be a hit, you need to make the following phone calls. Follow the instructions for each call, and remember all of the good telephone skills tips, and you will be sure to host the party of the century.

Call # 1:

You are trying to book a venue for your party. You heard that the catering hall close to school has exactly the right amount of space and the right kind of food for your party. When you call, there won't be anyone to pick up, so you will have to leave a message. Make sure the message you leave is clear and provides all of the important information about you and your party (your name/ number/ a good time to call/ type of party), so that someone can call you back.

Call #2:

A day has passed, and there was a message from Mr. Paul on your answering machine. Return Mr. Paul's call at the catering hall, to find out if you can hold your party there. When he picks up, provide details about your event (how many/date/time). Ask if he can give you a special rate for such a large group, and find out how much it will cost. Leave proper information so he can call you back with the information.

Call #3:

You've learned that Mr. Paul can supply you with all the food and drinks you'll need except for a cake decorated in the school colors. Call Betty's Bakery to find out what size cake you'll need for 40 people and how much it will cost. Find out what kinds of cake she can bake and colors of frosting you can order. Place an order, and leave your name and phone number so she can reach you if she has questions.

Call #4:

It is almost party time and you want to make sure that your DJ has all of the information about the party that she needs. You need to make sure that the DJ is going to play the right music. You also need to tell her when to arrive, the address of the party, and how long you will need her to stay. Make sure you leave your number with her in case anything comes up between now and the day of the party.

Caller's name _____

GOOD TELEPHONE SKILLS CHECKLIST

Directions: Write the caller's name at the top of the page. Check off each skill you observe the caller using. Record your comments at the bottom of this sheet.

- ☐ Know what you want to say before making the call.
- ☐ Speak clearly, in a pleasant tone of voice.
- ☐ Don't eat, drink, or chew gum while speaking.
- ☐ Identify yourself as soon as someone answers, and ask for the person with whom you'd like to speak. "Hello, this is Jane Doe. May I please speak with Mr. So-and-So?"
- ☐ If someone else answers first, introduce yourself again when the correct person comes on the line.
- ☐ State the reason for your call. "I'm a student at Irvington Middle School, practicing phone calls. Would you mind if I asked you a question about recycling?"
- ☐ Be respectful and polite at all times.
- ☐ Avoid slang, and use proper English. For example, say "Yes" instead of "yeah."
- ☐ Be a good listener, without interrupting.
- ☐ If the person will be calling you back, repeat your name, spell it, and leave your phone number (including the area code if the call isn't local).
- ☐ Thank the caller for speaking with you.
- ☐ Say goodbye, and give the person a chance to do the same before disconnecting.
- ☐ If you get an answering machine, leave a message that clearly states your name, why you are calling, when you are calling (date and time), and a number where you can be reached. Make sure you finish the message by saying "Thank you."

Comments:

CAN'T FAIL E-MAIL

Example #1: E-mail to a friend

To: yobud@roadstosuccess.org
From: student@roadstosuccess.org
Date:
Subject:

sup

wen riting an e-mail 2 an adult def be polite all da time...be sure dat ur sn is aight...fill da top out wit da rite info bout urself meaning da address date subject...make da lettr like a biz lettr usin good gramma spellin and punctuation...dont use smilies or type in all caps LIKE THIS...rmembr 2 give info bout how 2 reach u w/ur e-mail and ur name...g/l

g2g
ur dawg

Example #2: E-mail to an adult

To: student@roadstosuccess.org
From: facilitator@roadstosuccess.org
Date: June 2, 2012
Subject: Can't Fail E-mail

Dear Student,

When writing an e-mail to an adult, please be polite at all times. Make sure you have a respectable screen name. Fill in the header with the correct e-mail address, the date (if it's an option), and the subject (be brief but to the point). Construct your letter like a business letter, using correct grammar, spelling and punctuation. Don't use emoticons, or type in all capitals (which indicates shouting). Remember to include information about how to reach you with a response (your e-mail address, and full real name). Good luck.

Thank you,
Facilitator, Roads to Success

COMMUNICATION & NETWORKING 2

Your Network

The **BIG** Idea

- What is networking and how can it help me?

AGENDA

Approx. 45 minutes

- I. Warm Up/Intro to Networking
(5 minutes)
- II. Networking in Action
(10 minutes)
- III. Create Your Own Network Web
(10 minutes)
- IV. Thanks for the Help
(15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 34, Network
- Student Handbook page 35, My Network Web
- Student Handbook pages 36-37, Thank You

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW

OBJECTIVES

During this lesson, the student(s) will:

- Obtain names of people with various skills by networking with their classmates.
- Create a graphic organizer listing adults in their personal network.
- Write a note thanking a classmate for their help.

OVERVIEW

This lesson introduces the concept of networking, and illustrates how it works. Students begin by networking with classmates, finding people who can help with algebra homework, basketball skills, computers, and more. Then, students will examine their own personal networks (family, friends, community). The lesson concludes by empowering students to tap into this network to investigate and pursue careers.

PREPARATION

- ☐ List the day's **Big Idea** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ Make a transparency of **Student Handbook page 34, Network**
- ☐ Create a copy of **Student Handbook pages 36-37, Thank You** template on chart paper.
- ☐ Think of a personal story to share about how networking helped your career (e.g. how you found your first job, how you knew which school courses to take).
- ☐ For **Activity II, Networking in Action**, you will need to create groups of four. Make sure each group has students with mixed interests, activities, and abilities.
Note: Try not to group close friends together.

BACKGROUND INFORMATION

Most adults in the work world know how important and effective networking is, both for finding jobs and succeeding at them. In fact, a recent study by a career services firm claims 61 percent of all new jobs are found through networking. Students, however, may be intimidated by the idea, until they realize that “networking” is just a way of making friends and staying in touch with them, which is something many already know how to do. When students view networking in this light, they may feel more at ease about reaching out for career information and job opportunities.

VOCABULARY

Contact: A person you know; a connection.

Network: To gather contacts, and reach out to them, for help with your career.

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. Who is the most interesting person you know? Explain how you met.
2. What do you think the word networking means?

[Once students have completed their work, have students share their responses. Then begin with the **Warm Up** as written.]

During the **Warm Up**, if you don't have a personal story about networking, you can share a story you've heard from someone else.

If you find this lesson runs long, you may want to introduce the lesson with the Facebook example or your personal example, instead of using both.

ACTIVITY STEPS

I. Warm Up: Intro to Networking (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you know what Facebook is? [Call on a volunteer to describe how Facebook works in 25 words or less. The important concept here is that Facebook is a tool that allows you to connect with friends of your friends, and their friends' friends, and so forth.]

SAY SOMETHING LIKE: Facebook is a great example of something called “networking,” connecting with the people that you know and the people those people know. Networking is also an important tool in the work world. For example, experts agree that most people find jobs through someone they know. Networking is a great way to find out about anything, including college and career advice.

2. [Tell a personal story about how networking helped your career.]
3. **SAY SOMETHING LIKE:** Networking is like building a chain. You keep adding links, every time you meet someone new. And because that person's network is different from yours, you have access to a whole new bunch of links—or **contacts**—to help you find out what you need.

II. Networking in Action (10 minutes)

1. **SAY SOMETHING LIKE:** You never know who in your network might have the connections to help you.

Turn to **Student Handbook page 34, Network**, and let's see how this works.

[Put a transparency of the handbook page on the overhead projector and demonstrate as you explain the directions.] Look at column 1, under the cartoon bubble that says, “Can you help me with?” As I read down the list, circle anything that you're already an expert in. For example, how many of you are so good in algebra that you could help somebody else? If you're an expert, circle that item.

2. [Continue through the rest of the list, having students circle any topic on which they're an expert. Then ask if there's anyone in class who could provide help with more than two of the items? More than five? All 11? Point out that not everybody is an expert in everything, which is why it's good to have back-up when you need help.]

3. [Assign students to groups of four (see **Preparation** section). Have students talk to their group members to find someone who's an expert at a task (or tasks) they need help with. If they find someone, they should write the person's name in column 2, next to their area of expertise.]

4. **SAY SOMETHING LIKE:** Now look at the items you still need help with. Talk to the members of your team to see if there's anyone who knows anyone who could help. For example, maybe someone's best friend is good at algebra. Or their brother has a part-time job and could tell you how he got it, and if his company is hiring. If you find someone who knows someone, write your teammate's name in column 2, and their connection—"friend Alicia great in algebra" or "bro works at GAP" in column 3.

[Give students a few minutes to explore the connections within their own group.]

5. **SAY SOMETHING LIKE:** Did you find any new connections? Good! Networking is a powerful thing.

[Pair two groups of four together, so that students are now in groups of eight. Instruct students to see if they can find more connections in their new group. Remind them that if they find a classmate who's an expert, the classmate's name goes in column 2. If they find somebody who knows somebody who's an expert, the classmate's name goes in column 2 and their connection goes in column 3.]

6. [Give students a few minutes to find any new connections. Then, have students return to their seats.]

III. Create Your Own Network Web (10 minutes)

1. **SAY SOMETHING LIKE:** Raise your hand if you were able to find more than four connections among your classmates? More than eight? All 11? You all saw how simple networking could be. In a few minutes, each of you is going to think about the adults you know. I think you'll be surprised at how many adults are already in your network, and the wide range of jobs and careers they represent. There are many people you already know whom you can ask for advice. And if they can't help you themselves, perhaps they'll know someone who can.

2. [Refer students to their **Student Handbook page 35, My Network Web**. Point out that each web circle is labeled with a category.]
 - **Family:** Includes immediate family, as well as more distant relatives, like aunts, uncles, cousins.
 - **Friends:** This refers to your friends' parents or guardians, as well as their older siblings in the work world.
 - **School:** Your teachers, coaches, administrators, service staff.
 - **Community:** Businesses and organizations outside of school (includes clubs like 4-H, sports teams, religious groups, places you grocery shop or get your hair cut).
3. [Illustrate on the board how students should fill in their webs, giving a few examples (e.g. Mr. Smith/pastor, or Eric Weaver's mom/artist.) Then instruct students to work on their own network webs.]
4. [After 10 minutes, tell them to stop. Discuss their impressions. Are they surprised at how many contacts they have?]

IV. Thanks for the Help! (15 minutes)

1. **SAY SOMETHING LIKE:** How did it feel to ask for help during the networking in action activity? [Allow students to respond.] How did it feel to be asked? [Allow students to respond.] Although people sometimes find it difficult to ask for advice, it often makes the helper feel good to be the expert.
2. **SAY SOMETHING LIKE:** When you network, it's important to let your contacts know you value them, and appreciate the help they're giving you. Here are some ways to do that:

[Write the following, or just the **boldfaced** words, on the board as you teach.]

- **Respect** the person's time and expertise
- **Don't argue** with advice you don't like
- Say **thank you**
- Develop and maintain an **ongoing** relationship

3. **SAY SOMETHING LIKE:** In the business world, people often send each other a short e-mail or note to thank someone for their help or advice. Right now, I'd like you to thank someone who provided you with a connection today. Your language should be businesslike and courteous. You can use this format.

[Write the following on chart paper or the board.]

(today's date)

Dear _____,

Thanks for _____.

It's helpful to know _____.

In the future, I _____.

Sincerely,

(your name)

4. [Direct students to **Student Handbook pages 36-37, Thank You**, and have students use the remaining time to compose their notes.]

V. Wrap Up (5 minutes)

1. [You may collect the thank-you notes or have students pass them to the person they wish to thank.]
2. [Ask students to summarize what they've learned about networking. (*You know more people than you think you know; sometimes you're the expert, sometimes you're the person with questions; saying thanks makes people more willing to help in the future.*)]

SAY SOMETHING LIKE: That's it for today. Thanks, and see you next time.

DO NOW

Communication and Networking 2: Your Network

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

Questions:

1. Who is the most interesting person you know? Explain how you met.

2. What do you think the word networking means?

Network

“We’re all connected.” That’s what a phone company ad used to say. And it’s true. It’s not just the people you know, but the people they know, who can help you get ahead in life.

See if you can find a classmate who can lead you to help with each of the things below. Write your classmate’s name on the middle line. Write your classmate’s connection on the line on the right.

Can you help me with ...?
→
Classmate’s name
→
Classmate’s connection

1	2	3
A career in health care	Marisha	Friend’s dad works in a hospital
Algebra homework		
An after-school job with no experience needed		
Changing the oil in my car		
A recipe for barbecue chicken		
A personal problem		
My basketball skills		
Fixing a leaky faucet		
Getting rid of a computer virus		
Organizing my class notes		
Picking out clothes for a special event		
Dressing for an office job interview		

No matter where you're going,
you'll need people who can
provide advice and connections.



My Network Web

In each circle, write the name and job of one or more adults who might be able to give help or advice about a job. Example: Rev. Smith/pastor, or Eric Weaver's mom/artist.

Job you are interested in: _____

Friends' Family		My Family	
Person	Job	Person	Job

ME

School		Community	
Person	Job	Person	Job

THANK YOU

When you network, it's important to let your contacts know you value them, and appreciate the help they're giving you.

In the business world, people often send each other a short e-mail or note to thank someone for their help or advice.

Use the space below to thank someone who provided you with a connection today. Your language should be businesslike and courteous.

Once you've written your note, use the next page to send it. Take the page out of your portfolio, fold it in half, and in half again. (Your note should look like a card with the Roads to Success logo on the front.) Use your neatest handwriting to copy your thank-you note onto the card you've created. Then give it to the person who helped you.

(Today's date)

Dear _____,

Thanks for _____

It's helpful to know _____

In the future, I will _____

Sincerely,

(Your name)



Thank You!

Meeting and Greeting

The **BIG** Idea

- What are the advantages of being a good conversationalist, and how can I improve my conversational skills?

AGENDA

Approx. 45 minutes

- I. Warm Up: Thumbs Up or Down? (5 minutes)
- II. Who, Me, Talk? Developing Conversational Skills (10 minutes)
- III. Handshake Etiquette (10 minutes)
- IV. Classroom Visitor (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 38, Schmooze Clues
- Student Handbook page 39, How to Shake Hands

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Thumbs Up or Down?

- ☐ Chart paper and markers for “Classroom Visitor Activity”

- ☐ Waterless hand sanitizer (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Practice introducing themselves.
- Pose “getting-to-know-you” and follow-up questions to a fictional classroom visitor.

OVERVIEW

This lesson helps students develop a networking skill with life-long value: the art of conversation. Students receive practical tips about how to introduce themselves and start and sustain a conversation. They participate in activities that give them practice in asking questions of people they first meet.

PREPARATION

- ☐ List the day's **Big Idea** and activities on the board.
- ☐ Write the day's vocabulary word and definition on the board.

VOCABULARY

Schmooze: Notice people, connect with them, keep in touch with them — and benefit from relationships with them.

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. Think back to the last great conversation you had. In your own opinion, what makes a conversation good?
2. What do you think the word ***schmooze*** means?

[Once students have completed their work, have students share their responses for the first question. Let them know that they will talk about the second question later in today's lesson. Then begin with the **Warm Up** as written.]

For **Activity II: Who, Me, Talk?** you may want to make a couple of copies of **Student Handbook page 38, Schmooze Clues** and cut it up into strips. Distribute a couple of clues to each student, and have students take turns reading them aloud. Have the class turn to the student handbook page and check off each clue as it's read to make sure that every clue is read once and only once.

ACTIVITY STEPS

I. Warm Up: Thumbs Up or Down? (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you have had a conversation with someone today? It doesn't matter what you talked about—any conversation at all. [All hands go up.] What made the conversation good (or not)?

[Use their answers to make the following, or similar, points: a good conversation lets you share what you think or feel, exchange information, learn things you need to know. And—a little more subtle but very important—when someone makes the effort to have a conversation with you, it makes you feel valued.]

2. **SAY SOMETHING LIKE:** So knowing how to start and carry a conversation is a really good skill. And it's especially important when you network. If you're comfortable talking to people, and you know how to steer a conversation toward a specific topic, you can often gain information to help you reach a goal. Plus, whenever you make someone feel valued, they're more likely to remember and want to help you.
3. Tell the class you're going to test their ability to recognize good conversational skills. Ask for a volunteer, and when you have one, tell him/her to pretend to be you. Inform the class that you will assume various roles of students looking for career advice, "none of whom are you, or anyone you know." Ask them to give you a "thumbs up" when you demonstrate good conversational skills, and a "thumbs down" when you don't.
4. Read **Facilitator Resource 2, Thumbs Up or Down?** The class votes on each character.

II. Who, Me, Talk? Developing Conversation Skills (10 minutes)

1. [Write the word "**schmooze**" on the board, and ask if anyone knows what it means. Then write the definition (see **Vocabulary**).]

2. **SAY SOMETHING LIKE:** Some people are born schmoozers—they're comfortable striking up a conversation with anyone, anywhere. Is anyone here a natural?

[If so, let them have their moment of pride. Ask them their secret, and maybe they'll add something helpful, such as "I like talking to people."]

3. **SAY SOMETHING LIKE:** Most of us are not brilliant conversationalists at first. We learn to schmooze as we grow up and get more experience. And it always helps to know some ‘schmooze clues.’
4. [Have students predict some ‘schmooze clues.’ Record their responses on chart paper or the board. Direct students to **Student Handbook page 38, Schmooze Clues**. Have the class read the clues out loud and put a check by any clue the class had predicted. (See **IMPLEMENTATION OPTIONS**.)]

III. Handshake Etiquette (10 minutes)

1. **SAY SOMETHING LIKE:** Because making an impression is important when we are networking, we are going to practice Schmooze Clue #2.

[Ask for two volunteers to stand up in front of the class. Direct students to **Student Handbook page 39, How to Shake Hands**. Instruct your volunteers to follow each direction carefully as you read the directions out loud. (**NOTE:** You may want to review expectations for behavior.) After the demonstration, have students move around the room, shaking hands and introducing themselves to at least three of their classmates.]

2. [When the students have finished shaking hands, lead a brief discussion. Who has the best handshake? What makes it good?]

IV. Classroom Visitor (15 minutes)

1. [Explain to students that it takes practice to become a good schmoozer. Although having conversations with strangers can be intimidating at first, once they get practice and sharpen their schmoozing skills, they will be experts in no time.]
2. **SAY SOMETHING LIKE:** In this next activity, we are going to practice talking to someone we just met. We will have one volunteer create an identity and introduce himself to the class. You can pretend to be anyone you want. Each of you will have to ask the volunteer a “getting-to-know-you” question in order to learn more about them. Can someone give me an example of what a good “getting-to-know-you” question is? [Students should say things like, What is your name? Where are you from? Where do you work or go to school? These questions should be listed on the board for student reference.]

3. **SAY SOMETHING LIKE:** Great, those are all good “getting-to-know-you” questions. The trick to having a conversation with someone you have just met is to make it feel comfortable and natural, so you should ask questions that make sense in the flow of the conversation. Yes or no questions often stop the flow of conversation, so we want to avoid using them. After the first person in the class asks the class visitor a question, the next person in the class must ask a follow-up question in order to learn even more about the guest. You should listen carefully to the questions and answers before your turn in order to get an idea about what you should ask. Let’s do a practice round.
4. [Ask a student to pretend to be someone else. Let them know they can pretend to be anyone they want—the president, a pop star, an athlete. Introduce yourself, and then model asking a “getting-to-know-you” question and at least two follow-up questions. For example, a student reveals that they’re a pop star. Ask how old they were when they started singing, and where they sang. Then ask what led to their first big record deal. Ask how often they give concerts, and what their favorite and least favorite things are about being on the road.

Then you should ask for a new student volunteer to be the class visitor. Tell the other students that you will be pointing to them when it is their turn to ask a question to the class visitor. This means that they will have to be listening and paying attention to your signal.]

5. [Play for one round, seeing how long students can keep the conversation going before they run out of questions. If a student gets stuck, suggest a category he/she could ask about. You should also point out any yes or no questions asked. If you feel the students are into it, ask for another volunteer and play another round.]
6. [When you have finished, begin a post-schmoozing discussion. Discuss how the students felt about schmoozing. Was it comfortable? Fun? Was there anything that didn’t feel right, or anything they found annoying?]

V. Wrap Up (5 minutes)

1. [Congratulate the group for becoming such great conversationalists, and suggest they practice their skills at home, with each other, with teachers. Tell them to notice how happy most people become when you seek them out for conversation.]

DO NOW

Communication and Networking 3: Meeting and Greeting

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

Questions:

1. Think back to the last great conversation you had. In your own opinion, what makes a conversation good?

2. What do you think the word schmooze means?

THUMBS UP OR DOWN?

Character #1:

(Be obnoxious, self-serving, rude. Jab a finger at your volunteer.)

“You! Come here. I need you right now. I want to make a lot of money when I grow up. Show me how.”

Character #2:

(Be self-conscious, obviously afraid. Step away from your volunteer; run away)

“Um...ah...well...never mind.”

Character #3:

(Be charming, friendly, relaxed. Reach out to shake hands, smile.)

“Hi. I’m Ron Friendly. Aren’t you the career instructor? I’m sorry I don’t know your name; please tell me. I’m glad to meet you! I’d love to hear about your course.”

SCHMOOZE CLUES

- Start with a friendly smile.
- Reach out and shake hands. Be firm, but you don't want to break their hand.
- Look at the person's face when you speak to them.
- Be positive. Remember, you're making them feel good just by talking to them!
- Be honestly interested in the other person.
- Listen carefully to what they say.
- Be polite.
- If you know in advance who you're meeting, do some research, so you know a little about the person's job or interests.
- Find common ground to discuss, like the news, sports, movies, pets.
- Ask questions that relate to their interests.
- Use the person's answers to devise new questions.
- Shake hands when saying goodbye, and add, "It's been really nice meeting you."

HOW TO SHAKE HANDS

Historically, handshakes were used to show the person you were meeting that you were not carrying weapons. The handshake today is used in everything from job interviews to first dates. A good handshake shows confidence, trust, and sophistication. In order to make a great first impression, you must have a good business handshake. If you follow these six easy steps, you will be sure to impress everyone you meet.

Steps:

1. Extend your right hand to meet the other person's right hand.
2. Point your thumb upward toward the other person's arm and extend your arm at a slight downward angle.
3. Wrap your hand around the other person's hand when your thumb joints come together.
4. Grasp the hand firmly and squeeze gently once. Remember that limp handshakes are a big turn-off. So are bone-crushing grasps.
5. Hold the handshake for two to three seconds.
6. Introduce yourself. Look the other person in the eye and say, "Hi, I'm _____."

Tips:

This handshake works for business occasions. Save other handshakes for friends or businesses where you know a special handshake is part of the culture.

Warnings:

Handshakes are not appropriate in all cultures. Investigate local customs if you will be visiting a foreign country.

Relax:

Don't get too uptight about something so simple. Smile, — relax, practice if you want, but when the time comes don't concentrate so hard that you look stiff and unnatural.

Networking Challenge

The **BIG** Idea

- What have I learned about networking and communication?

AGENDA

Approx. 45 minutes

- I. Warm Up: Game Plan
(5 minutes)
- II. Networking Bingo Game
(10 minutes)
- III. Let's Play "Job Props!"
(15 minutes)
- IV. Match Game (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio page 27, Grade 8 Skills Checklist (Communication & Networking skills only)

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Networking Bingo Card, one for every student, and one for yourself
- Facilitator Resource 3, Prop Suggestions

☐ Pencils, one for every student

☐ Index cards, one for every two students

☐ Scissors

☐ Paper bag

☐ Shopping bag of props, at least one prop for every student (can be reused for different classes)

☐ Assorted rewards for game winners (at least 10 per class, and more if you want to give out extras for tie scores, special effort, etc.)

OBJECTIVES

During this lesson, the student(s) will:

- Participate in activities that review communication and networking skills.
- Have fun while reinforcing their knowledge.

OVERVIEW

Having completed the communication and networking lessons, students celebrate by playing games that review the concepts.

PREPARATION

- ☐ List the day's **Big Idea** and activities on the board.
- ☐ Make copies of **Facilitator Resource 2, Networking Bingo Card**, one for every student, and one for yourself.
- ☐ For Activity III, fill a shopping bag with props (as per suggestions on **Facilitator Resource 3, Prop Suggestions**).
- ☐ For all activities, get small rewards to give winners. Suggestions include: school cafeteria "gift certificates," funky pairs of shoelaces, joke shop items, simple magic tricks, mini "travel" games, decks of cards, bouncy balls, key rings, wiggle pens, temporary tattoos, candy. (**NOTE:** check school policy before giving out candy or food items in the classroom.)

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. List five good telephone and e-mail skills you should use in business situations.
2. List five schmooze clues you learned in this unit.

[Have students share their responses. Then begin with the **Warm Up** as written.]

If you have time to play more than one game of networking bingo, tell the students to draw a new “signature” line in any box they’ve used before, so they can use it again. (You may also want to consider laminating cards for reuse, or printing on both sides of the paper so students have a fresh card for a second game.) You can then play games in which they must fill all squares to make a “T,” “L” (forward or backward), or “X.”

If you have a wildly creative or theatrical class, consider grouping three to four students together for “let’s play ‘job props!’” and giving each student a prop.

The match game can also be played without requiring silence, if you think it’s a better choice for your class.

If you’re short of time, feel free to skip one of the activities.

ACTIVITY STEPS

I. Warm Up: Game Plan (5 minutes)

1. [Congratulate your students on completing the communication and networking unit. Commend them for working hard on the material, and for mastering it so well. As a reward, they will get to play games this class period, and use their knowledge to win prizes!]

II. Networking Bingo Game (10 minutes)

1. [Tell students the first game is called “networking bingo.” Distribute **Facilitator Resource 2, Networking Bingo Card**. Point out that each bingo box describes someone, or refers to an item the students might have in common. Tell them the lines in each box are for signatures.]
2. [Explain that the goal of “networking bingo” is to find people in the room who fit the description in each bingo box, and get them to sign your card in that box. The first person to get five boxes signed in a row **by different people** wins. Hold up your card to show them that they can get bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]
3. [Emphasize that the key to winning is networking; you talk to people and find out about them, and if they fit the description, you ask them to sign your card.]
4. [The rules are as follows: 1) No shouting or running. 2) You must be honest. 3) If you fit the description, you must sign if asked. 4) There is no limit to the number of cards you can sign.]
5. [Ask if there are any questions, and when everyone is ready, shout, “Go!” Walk around to make sure everyone’s playing by the rules.]
6. [When someone shouts, “Bingo!,” check his/her card. If it’s in order, give him/her a prize. If there’s time left, and you want to give out more prizes, let the other students continue until you have second and third place winners.]

III. Let's Play "Job Props!" (15 minutes)

1. [Ask if anyone's ever seen a TV show on Comedy Central called "Who's Line Is It Anyway?" Tell the students that this next game is adapted from a popular skit on that show called "Props." Hold up the prop bag—but don't let them see what's in it—and say that the game is played by picking a prop out of the bag, and using it to make up a skit.]
2. [Instruct the students to pick partners, and sit together. (**NOTE:** if there's an odd number, make one group of three.)]
3. [When everyone's paired up, explain that one person from each group will pick a prop out of the bag, without looking. Then, the group will have a few minutes to create a short, one-minute "career scene" with the prop, based on ANYTHING they've learned in class such as how to schmooze, how to network, and how to ask someone a question about their career. Tell the students they can take any approach—serious or silly—as long as the conversation in the skit is school appropriate and career based.]
4. [Ask for a volunteer to help you illustrate. Give your volunteer a birthday card as a prop, and tell him/her to pretend he/she owns a stationary store. You pretend to be a teenager who enters, asks to speak with the owner, and asks for a job. Add humor by asking if it's OK to bring your dog to work with you, or if you can wear your pajamas and nap between customers.]
5. [When everyone understands how to play, bring the bag around the room and let the students pick props. Any daring souls who want more than one prop are welcome to take two!]
6. [After a few minutes, have students present their skits. Give the prize for "most clever use of props and communication/networking concepts."]

IV. Match Game (10 minutes)

1. [Ask students to find new partners for this game. When they've regrouped, distribute one pencil and one index card to each group.]
2. [Tell partners to collaborate, and come up with one piece of advice about communication and networking that they've learned in the class. They must boil their

advice down to **one sentence** of at least six words, and write it on the index card.]

3. [Give students a minute or two to think, and write, and then collect the cards. Use the scissors to cut each card in half down the middle. Then toss the halves into a paper bag, and shake the bag.]
4. [Tell students that at this point in the game, two things change: 1) They're now on their own; no longer working with partners. 2) **No one is allowed to speak.** The rest of the game must be played in silence.]
5. [Now, bring the bag around the room and instruct students to reach in and take out one index card "half." They can look at it, but not show anyone else yet. If they pick one of their own halves, they must put it back and take another.]
6. [When all the halves have been distributed,]
SAY SOMETHING LIKE: Your goal is to find the missing half to the card in your hand. You can get up and move around, and communicate in any way except talking. No running or grabbing, please. And when you think you have a match, bring it to me. The first three real matches will win.
7. [Let the students circulate, and try to find their match without words. If they giggle out loud, that's OK; but no whispering.]
8. [Award prizes to the first three pairs of students who bring you bona fide matches (six prizes total). Even though you won't be awarding more prizes, let the other students find their matches. Then, have all students read their sentences aloud.]
9. [Choose the sentence you consider the "best advice," and find out who wrote it. Give the two authors prizes!]

V. Wrap Up (5 minutes)

1. [Thank your class for a fun day, and compliment them on mastering networking and communication skills. Remind them that these skills are valuable in all aspects of life, not only in their pursuit of careers.]
2. [Briefly preview the upcoming curriculum they'll start next week.]

3. SKILLS CHECKLIST

Direct students' attention to **Portfolio page 27, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Communication & Networking Skills.

COMMUNICATION AND NETWORKING

I can ...

Make phone calls and write e-mails that are OK for business.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Start and continue a conversation with someone I don't know very well.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Shake hands like a businessperson.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a note thanking someone for his or her help.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EXTENSION ACTIVITIES

Suggest your students play these games outside of school, with friends or family.

DO NOW

Communication and Networking 4: Networking Challenge

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

Questions:

1. List five good telephone or e-mail skills you should use in business situations.

2. List five schmooze clues you learned in this unit.

NETWORKING BINGO CARD

Has same number of siblings as me _____	Does chores at home _____	Likes pepperoni pizza _____	Has performed onstage _____	Has same number of letters in first name as me _____
Has a dog _____	Has visited another state _____	Has same career interests as me _____	Ate cereal for breakfast _____	Good with tools _____
Has same math teacher as me _____	Plays a sport _____	FREE SPACE	Studies/speaks another language _____	Plans to go to college _____
Has a friend or relative in college _____	Plays video games _____	Plays a musical instrument _____	Reads the newspaper at least once a week _____	Has same first period class _____
Walked to school today _____	Wearing same color shirt as me _____	Has brown eyes _____	Was born in another state _____	Likes to eat veggies _____

PROP SUGGESTIONS

Trophy
Orange
Microscope (toy)
Tie
Stethoscope (toy or real)
Tools/toolkit
Balls (assorted)
Keychain with key
Hats (assorted)
Music CD
Movie DVD
Flashlight
Stuffed animals
Doll
Magazine
Lunchbox
Shoe
Spoon
Tickets (assorted)
Notepad
Sunglasses
Paperback book
Calculator
Work gloves
Makeup case
Purse
Wallet full of Monopoly™ money
Cell phone
Microphone (toy)
Photos
Can of soup
Paintbrush
Musical Instruments (toy or real)
Toy cars/trucks/boats
Snorkel/fin

COMMUNITY MAKEOVER

Lesson Descriptions

Community Makeover 1: Intro to Makeover Challenge

What is the Roads to Success Makeover Challenge?

Community Makeover 2: Brainstorm!

What class project will most benefit our community?

Community Makeover 3: Planning the Pitch

How will we create an effective project pitch?

Community Makeover 4 & 5: Drafting the Pitch

What makes for a successful team?

How are we going to create our pitch?

Community Makeover 6: Perfecting the Pitch

What will I take away from my experience working on the Community Makeover Challenge?

PLANNING PYRAMID

GRADE 8, Unit 5, Community Makeover



Some Students Will:

- Apply time-management strategies to a six-week project.
- Recognize their individual, as well as collective, power to make a change.

Most Students Will:

- With classmates, arrive at a project that can be done with the available resources.
- Work as effective and cooperative members of a team.
- Participate in one or more of the following:
 - Contribute project suggestions.
 - Secure needed permissions.
 - Secure an adult sponsor.
 - Identify people and materials needed to complete the project.
 - Determine the cost of materials needed.
 - Plan the steps needed to complete the project.
 - Conduct an opinion survey, take photos, gather statistics, or research stories that provide evidence the project is needed.
 - Communicate the class's ideas in a written proposal.
 - Present the proposal to a panel of judges.
 - Write thank you notes to those who contributed to the project.

All Students Will:

- Identify changes needed within their community.
- Understand brainstorming as a process for generating a large number of ideas without initial judgments about their feasibility.
- Reflect on their personal contributions to the class effort.



Grade 8

Community Makeover

Family Newsletter

Volunteering

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know?

Volunteering is a habit that lasts.

People who volunteer as kids are twice as likely to volunteer once they become adults.

They're even *more* likely to volunteer if they're parents volunteered, too.

Why would anybody work for no pay? This may be the first thing that crosses your son or daughter's mind when you mention volunteering. But it shouldn't be the last.

Reasons to Volunteer

Being a volunteer is rewarding—for the helper as well as the person being helped. Here are a few of the benefits:

Helping others gives a sense of purpose and belonging. Volunteering helps your teen feel connected to his community. It also builds self-confidence.

Volunteering helps your teen develop workplace skills like responsibility and teamwork. It's the perfect way to try out a career to see if it's a good match for her interests and skills.

Doing a good job as a

volunteer provides your teen with references—people who can confirm that he's a hard worker when it's time to apply for college or a job.



Finding volunteer work is also a great way to practice job-hunting skills. Here are some tips to get your teen started.

Finding the Job that Fits

Building, beautifying, caring for animals, collecting clothing, delivering food, fundraising, making hospital visits, reading to younger kids, teaching computer skills... the possibilities are endless!

Student volunteers should think about how much time they have to offer, what they're good at (or what they want to learn more about), and the kind of work environment they'd like. For a list of opportunities in your area, try www.volunteermatch.org.

Honor Your Commitment

Once your student finds volunteer work, encourage her to treat it as she would a paying job. People are counting on her, so showing up on time treating coworkers with respect, and following through on her promises are important.

Reflect

Finally, help your teen see his volunteer work as a learning experience. Recognizing what he loved (or didn't) will help him discover the career path that's right for him.

Grade by Grade: Community Makeover

This semester, Roads to Success eighth graders will have a chance to design a project to benefit their community. In this six-week project, each class will identify a

need in their school or neighborhood. Then they'll create a plan to improve things, complete with a budget and timeline.

Finished proposals will be reviewed by a team of judges. The winning class will get to put their ideas into action.

For more info, visit www.roadstosuccess.org.

Introduction to Makeover Challenge

The **BIG** Idea

- What is the Roads to Success Makeover Challenge?

AGENDA

Approx. 45 minutes

- I. Warm Up: The Hot Potato Magic Wand Gripe Session Game (10 minutes)
- II. “The Roads to Success Makeover Challenge!” (10 minutes)
- III. Ideas, Ideas, Ideas (10 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 40, The Roads to Success Makeover Challenge!

☐ FACILITATOR PAGES:

- Facilitator Resource 1, Gripes, one copy per class
- Facilitator Resource 2, Teenagers Taking Action
- Facilitator Resource 3, Planning a Celebration Event
- Facilitator Resource 4, Thanks, I Needed That
- Facilitator Resource 5, The Joys of Philanthropy

☐ LCD projector (optional)

☐ One piece of paper, 8-1/2” x 11” (preferably colored)

☐ Tape

OBJECTIVES

During this lesson, the student(s) will:

- Think critically about changes needed within their community.
- Recognize their individual, as well as collective, power to make a change.

OVERVIEW

Teenagers primarily live in a world where adults make the rules, and young people have very little input. Parents and authorities dictate what teens can and can't do, in their neighborhoods as well as schools. Consequently, teenagers often feel powerless, and underestimate the influence they might have on their community. In this lesson, students discover they have tremendous power as individuals, and as a group, to change their world — by identifying community problems, and using their creativity and energy to pursue positive solutions. They learn about “The Roads to Success Makeover Challenge”—a contest that gives them a real-life opportunity to make a difference.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Obtain an LCD projector in advance of teaching this lesson.
- ☐ Make a “t” shaped chart on the board, and label the left side “Gripe,” and the right side, “Fix.” Write some or all the gripes from **Facilitator Resource 1, Gripes**, onto the board under “Gripe.”
- ☐ For **Activity III, Ideas, Ideas, Ideas**, you will need to create groups of four. Lower-level learners should be grouped with academically strong students. **NOTE:** Students will work in these groups for **Activity II** in next week's lesson.
- ☐ To assist students in brainstorming project topics during **Part III, Ideas, Ideas, Ideas**, print out a class set of 15 project ideas from the websites provided on **Facilitator Resource 2, Teens Taking Action**. Follow the directions listed below each website.
- ☐ In addition, copy **Facilitator Resource 2, Teens Taking Action** (one per student). Suggest they look at the websites on their own during the week.
- ☐ Read **Facilitator Resource 3, Making the Project Happen** and begin planning with your school administration.

IMPLEMENTATION OPTIONS

This project-based learning unit can be highly rewarding to students who complete it successfully. Identifying potential problems and troubleshooting in advance will help things go more smoothly later.

ISSUES:	TIPS:
Some students may not see the benefit of helping others.	<ul style="list-style-type: none"> • Team up with an organization like Penny Harvest (www.commoncents.org), which exists to teach students civic engagement. • Have representatives from “helping” organizations pitch their needs to students. • Provide students with background information on philanthropy. (See Facilitator Resource 4, Thanks, I Needed That and Facilitator Resource 5, The Joys of Philanthropy, for details.) • Provide extrinsic rewards (certificates and celebrations) for participants. • Schedule the Community Makeover early enough in the year so eighth graders will be around to see the results of their efforts.
Many eighth grade students will have difficulty constructing realistic, long-term plans.	<ul style="list-style-type: none"> • Provide examples of successful past projects. • Help students with scale and costs. For example, a new running track (proposed by students at more than one school) would cost millions of dollars; repainting the snack shack might cost hundreds of dollars. • Consider projects that involve a single fund-raising effort for a favorite cause. • Consider short-term projects that can be done during class time, for example, writing letters to servicemen and women. • Consider projects that require the donation of items found at home, for example, outgrown clothing or canned goods.

<p>In many classes, the four designated committees will be too large to work together effectively.</p>	<ul style="list-style-type: none"> • Subdivide committees and assign smaller tasks to each. • Place suggestions for next steps in each group's folder prior to the next class meeting. • Assign students specific roles within groups. • Consider splitting the class into two groups, each with its own committees, to work on two proposals simultaneously.
<p>Coordination between committees will be needed.</p>	<ul style="list-style-type: none"> • Designate a chairperson or liaison for each committee. These designated people are the only people authorized to visit other groups during committee work. • Schedule frequent check-ins between groups, for example, at the beginning of class and 10 minutes before class ends. • Problem solve as a whole class whenever needed.
<p>Administrators and partner organizations will need updates on plans.</p>	<ul style="list-style-type: none"> • Include all stakeholders from the outset, and provide frequent updates. Ask who else will need to be involved, including other faculty members (as chaperones) or custodial staff (to supervise student work). • Once administrators have been apprised of students' plans, you may wish to have students approach them directly for permission.

Written work will need to represent students' best efforts.	<ul style="list-style-type: none"> • Assign specific people to the writing tasks. • Enlist a willing language arts teacher to help in the editing process, perhaps as a class assignment, or for extra credit. • Emphasize that students' ideas will be represented by their written work. • Provide laptops, if available, for written work. • Provide alternative means of delivering proposals, for example, PowerPoint presentations or posters.
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If your class is older, and you don't think they'll enjoy the playfulness of a "magic wand," try the following **Warm Up** instead: cut the Facilitator Resource gripes into strips, and put them into a hat. Ask your students to jot down some complaints they have about their school or community, and put them in the hat, too. Then take turns picking gripes out of the hat, and suggesting solutions. Chart the gripes and fixes on the board in the manner as described. Assign a volunteer to keep track on a piece of paper, so the class can consider them as project ideas later.

For **Activity III, Ideas, Ideas, Ideas**, if the students are excited and full of ideas, lead them in a brainstorming session instead of perusing other people's projects. Designate one student to act as the recorder to write down any and all ideas that pop up during the discussion.

If students struggle to generate ideas, use **Facilitator Resource 4, Thanks, I Needed That** and **Facilitator Resource 5, The Joys of Philanthropy** to help them generate ideas.

In general, please note the following:

- 1) During this six-week lesson plan, you can make time adjustments as needed. If a lesson is finished more quickly, move on, or if you need more time to complete it, carry it over to the next week. Just keep an eye on the overall picture so every class finishes their project pitch on time.
- 2) If more than one class wants to address the same problem, allow them to make that choice. Tell them, during the decision-making phase, that another class is working on (or considering)

a similar topic, without giving any details about the other class's approach. If they still want to pursue the topic, let them do it.

- 3) If your students find a section of the project difficult to execute in their committees, feel free to complete any (or all) parts of the project as a class.

ACTIVITY STEPS

I. Warm Up: The Hot Potato Magic Wand Gripe Session Game (10 minutes)

1. [When students arrive, tell them class will start with a quick game, and you need a volunteer to record what's said during the game. Give the volunteer your copy of the **Facilitator Resource 1, Gripes**, and instruct him/her to jot down the answers students give next to the corresponding gripe. Suggest he/she use shorthand, such as one-or-two word answers, so he/she can keep up with the game's quick pace. Tell him/her you will do the same on the board, but the wording doesn't have to match. His/her job is to keep a record so the class will have a hard copy they can refer to later.]
2. [Explain that a gripe is a complaint, and the gripes on the board are some complaints teenagers have had about their schools and/or communities. Show students the wand, and explain that during this game, they will have the power to fix these gripes, just by coming up with a solution, and waving the wand. Game play is similar to "Hot Potato," but instead of passing around a potato, they will pass the wand.]
3. [Selecting gripes at random, you will read one gripe out loud, while the students pass the wand. Be a little cagey about how you read — fast, slow, mixing it up — to keep the class from anticipating whose turn it will be next. Then shout "STOP!" Whoever has possession of the wand must come up with a reasonable solution to fix the gripe you just read. You jot the answer on the board and the volunteer writes it on the paper.]
4. [Proceed until all gripes are solved, or five minutes is up.]
5. [Point to the board, where there are now fixes beside the gripes. Congratulate the class on making so many positive changes to their community, just by waving the magic wand. Now, dramatically, rip up the wand, or toss it aside. Ask the class if they know why you're destroying it. Hopefully someone will guess why, but if not, tell them "it's because you don't need magic to make any of these changes."]
6. [Refer again to the board.]

SAY SOMETHING LIKE: On your own, you came up with great solutions to these problems. And if you put your ideas into action, you'd improve the community. If you're thinking, *How could we? We're just a bunch of kids...* think again. Later in class

you are going to see some Community Makeover projects that previous Roads to Success students put into action. If they can do it, there is no reason why you can't, as well.

II. "The Roads to Success Makeover Challenge!" (10 minutes)

1. [Explain to the students they will spend the next five lessons working on a proposal for a project to change their community. They will enter as a class, and compete against all the other Roads to Success classes in the grade. The class that submits the best plan for a project to improve the community will put their project into action. Tell students that the local media will be notified, although you make no promises of national fame and glory. Their school will, of course, announce the winners publicly, and everyone who benefits from the change will be made aware of who is responsible.]
2. [Ask students to turn to **Student Handbook page 40, The Roads to Success Makeover Challenge!** Review the sheet, calling on different students to read aloud the various rules. Field questions as they arise, and make sure everyone has a good understanding of what's expected of them.]
3. [If you know who the judges are, announce this to the students. If you don't know, describe a few possible scenarios: an impartial team consisting of teachers, school administrators, upper classmates, and/or local community leaders.]

III. Ideas, Ideas, Ideas (10 minutes)

1. [Divide the class into groups of four (see **Preparation** section).]
2. [Tell students they will spend the rest of this class, and the beginning of the next, researching ideas and deciding on a project. Suggest they start the process by reviewing projects other teenagers are doing, or have done, to improve their communities. They can also refer to the problems and solutions they discussed during the **Warm Up**.

Each team needs one facilitator (who will solicit ideas from team members) and one reporter (who will write down team members' ideas).]

3. [If you think your students will struggle to come up with project ideas on their own, give each student a copy of the printouts describing project ideas from **Facilitator Resource**

2, Teens Taking Action, which lists websites for teens that describe community action and teen-driven projects (see **Preparation** section). Explain to the students that they should jot down ideas as they read, to share with the class next week (see **Implementation Options** for suggestions).]

IV. Wrap Up (5 minutes)

1. [Ask students to spend this next week thinking critically about their community, and ways they might improve it. Distribute **Facilitator Resource 2, Teens Taking Action** to each student. Suggest that students look into the websites on their own, before next week's class. They should come to class with two ideas to share with their classmates.]
2. **SAY SOMETHING LIKE:** Keep your eyes and ears open, and ask family and friends what they think, too. Listen to everyone's gripes and complaints, and see if anything strikes a chord in you. You have the chance to make a difference in your community. So think hard and dream big! And the "makeover" winner just might be YOU.

GRIPES

There's no place in town to hang out after school or on weekends.

The park's so full of trash it looks like a dump.

Crossing the street to and from school is dangerous.

Why can't we shoot hoops during the school lunch break?

Senior citizens freak out when they see teenagers.

There's never anything good to eat in the school cafeteria.

There's no safe spot in town to leave my bike.

The football/soccer scoreboard's been broken forever.

We don't have Internet at home, and there isn't any time during the day to surf the Web on the school computers.

The best ramps to skateboard are off limits.

The halls in this school are ugly and depressing.

Daycare's so expensive in this town that I have to go home every day to babysit my little brother.

Teenagers Taking Action Resources

1. <http://pbskids.org/zoom/activities/action>

PBS series ZOOM is “by kids, for kids.” This part of their website is a great place to “zoom into action.”

- Click on “How You Can Help.”
- You will see 10 categories with suggestions of ways to help — from animals to voting. Click on the links and print out any projects that look interesting.

2. <http://www.idealists.org/>

You will find links and information on volunteering, volunteer organizations and projects. Prepare to be inspired!

- Explore volunteer opportunities.
- Print out any projects that you’d like to consider.

3. <http://www.nationalsave.org>

Interested in violence prevention? This website tells you how to start a chapter of SAVE (Students Against Violence Everywhere) in your school. Click on “Tools”/“Service Projects” for project ideas.

- Click on the “Tools” button, and then click on the “Service Projects” button.
- You will see a list of project ideas.
- Print this page.

4. <http://www.byggpub.com/books/tg2rw/volunteer.htm>

This is an online resource for the book *The Teenager’s Guide to the Real World* by Marshall Brain. It describes 20 ways for teens to help other people by volunteering, with links to specific projects.

- Print the whole list, or click on the links for details.

Planning a Celebration Event

The Community Makeover represents a wonderful opportunity for community involvement and recognition for your students and school. You may want to capitalize on this opportunity by hosting a judging event and announcement of the winning project, or an event to unveil the completed work on the winning proposal.

Below are some planning tips:

- Determine which event will best suit your students' projects and schedule tentative celebration dates. Coordinate the dates with your school(s) to ensure they don't conflict with planned school events. In some instances, you may want to combine the makeover celebration with a school assembly that is already scheduled. Networking in the community might provide you with resources to secure a local celebrity to make an appearance (e.g. local politician or community figure). Consider proposing several possible dates to accommodate his/her schedule.
- There may be some school organizations or community groups that have experience coordinating an event, especially if the project is related to their own work. For example, the Chamber of Commerce might be interested in helping with a community beautification project, and a school improvement team might help with a school-based project. These individuals may volunteer to assist with refreshments, media, invitations, etc. These individuals may also have recommendations for who should be invited, including school board members, district staff, community leaders, etc.
- Once the date is set and a speaker secured, begin the invitation process. Attached is a sample guest invitation form you can use when planning your event. Feel free to edit for your own needs.
- Contact the local media and/or school newspaper and make them aware of the project. You may have students within each of your classes volunteer to make statements about their projects to be included in a local news story. **NOTE: You must follow school policy re: parental permission for students whose names, images, or voices are used.**
- Take pictures of your students while they work on their proposals and projects. These can be used for a slideshow, website, or news article later on. Follow school policies re: parental permission for any public use of the photos.
- Create an agenda and consider creating a script if students will be speaking.
- If time and facilities allow, display pictures or a slide show of your students' work on the proposals or projects.
- Remember to recognize your volunteers during the celebration and follow up with thank-you notes after.



EVENT INFORMATION

Today's Date: _____

Event Name: Roads to Success Community Makeover Challenge

Date of Event: _____

Time Event Begins: _____

Reception Time: _____ Meal Time: _____

Circle all that are applicable: Breakfast Lunch Dinner

Time Event Ends: _____

Detailed Description and Purpose of Event: *(Please Attach)*

Location and Address of Event: _____

Room #: _____

Directions to Location:

Primary Contact Person: _____

Phone: Day _____ Evening _____ Cell _____

Dress (Circle Appropriate): Casual Business Black Tie

PRESENTATION INFORMATION

Role of Guest Speaker (Fill in Name): _____

Example:

Present the winning eighth grade Roads to Success Community Makeover Challenge Award. Congratulate and stress the importance of community service and volunteerism.

Expected Length of Presentation: _____

Dignitaries Attending:

Expected Attendance: _____

Example:

School Officials; Student Body; Local Officials

Open to Public? _____

Open to Media? _____

News Release by Group? _____

Who Will Meet Guest Speaker (Fill in Name) Upon Arrival?

Special Issues/Topics Important to Group:

Example:

Community Service and the important role it plays in a successful community. The positive contributions our youth make and the control they have in creating a better world for themselves and others. Reiterating the purpose of Roads to Success's mission; linking education and career/life goals.

Attached to this Guest Event Planner Form are the following:

_____	Invitation List (if applicable)
<u> X </u>	Speaking Points
<u> X </u>	Roads to Success Background Information
<u> X </u>	Agenda

ADDITIONAL ITEMS

The Guest Speaker (fill in name) will be presenting awards to students during the presentation. We will have those certificates and awards prepared and will assist during distribution to streamline the event.

Explain the type of award/certificate etc. and the format for distribution.

Example:

You will be given a list of students identified in groups by their class. Students will be recognized in the audience and asked to stand. This gives all students an opportunity to be recognized for participation.

We will provide you with the names of the winning group to be announced and brought to the stage. A large check will be presented and photos taken.

A photo session will take place immediately following the awards ceremony.

Speaking Points

Example:

Empowering students to value volunteerism and community responsibility will have far-reaching benefits for both our youth and our community.

- Importance of volunteerism and the rewards of giving back
- Important role youth play in the success of their communities
- Linking education to a successful future

Background Information

- Roads to Success helps students acquire important workplace and life skills while proactively planning to achieve their post-secondary education and career goals. Through its weekly in-class sessions, Roads to Success helps teenagers foster a sense of hope about their future, giving them tangible reasons to continue and succeed in school.
- Students in Grade 8 are competing in a Community Makeover Challenge. The students identify an issue in their school or community and brainstorm solutions to fix it. The students are putting together a proposed plan to address the identified need. They have to create a proposal, recruit volunteers, and present their ideas for funding. A committee will evaluate the presentations and select a winner.



Sample Agenda

Roads to Success Community Makeover Challenge Award

Spencer Middle School Auditorium:

9:00 am: Introductions & Welcome

A more detailed agenda delineating the responsibilities of each individual would be provided prior to the event.

Example:

Welcome - Facilitator or School Official

Introductions - An Roads to Success student gives introduction

Etc.

9:15 am: Guest Presenter

Awards Presentation

Roads to Success Community Makeover

TIFU & RAZE Student Recognition

9:45 am: Student Photos with First Lady

10:00 am: Students Return to Classes.

Spencer Middle School Library:

10:15 am: First Lady Reception

Thanks, I Needed That

Think about a time when someone did something nice for you. It could be a gift of something you always wanted, help with a problem you were trying to solve, or just an encouraging word when you needed it.

Use the space below to describe what happened, and how it made you feel. Volunteers will be asked to share their stories with the class.

The Joys of Philanthropy: Make Your Predictions

The quotes below explain how four different people feel about helping others. Next to each quote, write the name of the person you think said it. Below the speaker's name, write the project they support. You may choose from the answers at the bottom of the page.

Well, everyone has to do something, but I'm really passionate about it...

Speaker: _____

Project: _____

Whatever success I've enjoyed in this life, I trace right back to [my mentor] and the lessons he taught me.

Speaker: _____

Project: _____

It brings purpose to my life.

Speaker: _____

Project: _____

It taught me the meaning of responsibility... I really think that anyone that participates... will come out as a person changed for the better.

Speaker: _____

Project: _____

Answers:

<p>Speaker: Hannah Taylor (Canadian student, age 11)</p> <p>Project: Lady Bug Foundation</p> <p>Description: Helps homeless people.</p>	<p>Speaker: Abbisola (Brooklyn student, PS 398)</p> <p>Project: Common Cents</p> <p>Description: Collects money to help different organizations.</p>
<p>Speaker: Melvin Francisquini (NYC resident)</p> <p>Project: NY Cares</p> <p>Description: Provides meals and friendly visits to senior citizens and people living with HIV/AIDS.</p>	<p>Speaker: Denzel Washington (Actor)</p> <p>Project: Save Africa's Children</p> <p>Description: Provides support to African children affected by HIV/AIDS, poverty, and war.</p>

The Joys of Philanthropy: Answer Key & Explanation

The quotes below explain how four different people feel about helping others. Next to each quote, write the name of the person you think said it. Below the speaker's name, write the project they support. You may choose from the answers at the bottom of the page.

Well, everyone has to do something, but I'm really passionate about it...

Speaker: **Hannah Taylor**

Project: **Ladybug Foundation**

Whatever success I've enjoyed in this life, I trace right back to [my mentor] and the lessons he taught me.

Speaker: **Denzel Washington**

Project: **Save Africa's Children**

It brings purpose to my life.

Speaker: **Melvin Francisquini**

Project: **NY Cares**

It taught me the meaning of responsibility... I really think that anyone that participates... will come out as a person changed for the better.

Speaker: **Abbisola**

Project: **Common Cents**

Answers:

<p>Speaker: Hannah Taylor (Canadian student, age 11)</p> <p>Project: Lady Bug Foundation</p> <p>Description: Helps homeless people.</p>	<p>Speaker: Abbisola (Brooklyn student, PS 398)</p> <p>Project: Common Cents</p> <p>Description: Collects money to help different organizations.</p>
<p>Speaker: Melvin Francisquini (NYC resident)</p> <p>Project: NY Cares</p> <p>Description: Provides meals and friendly visits to senior citizens and people living with HIV/AIDS.</p>	<p>Speaker: Denzel Washington (Actor)</p> <p>Project: Save Africa's Children</p> <p>Description: Provides support to African children affected by HIV/AIDS, poverty, and war.</p>

The Joys of Philanthropy: Answer Key and Explanation

What do the people featured on The Joys of Philanthropy page have in common?

Only one of them is rich. Two of them are kids. Three of them have helped donate one million dollars to charity.

Here are their stories:

DENZEL WASHINGTON

Quote: Whatever success I've enjoyed in this life, I trace right back to [my mentor] and the lessons he taught me. (Denzel is speaking about the influence of the Boys and Girls Clubs when he was a young person.)

Project: Save Africa's Children

Save Africa's Children (SAC) is an African-American-founded organization, providing direct support to children affected by HIV/AIDS, poverty, and war throughout Sub-Saharan Africa. SAC partners with American and African churches, individuals, grassroots organizations, government and corporate sectors to meet the basic needs of the most vulnerable; endeavoring to build a dynamic, diverse movement to restore hope and to create a future for Africa's children. Denzel Washington has donated a million dollars to this cause.

HANNAH TAYLOR

Quote: Well, everyone has to do something, but I'm really passionate about it...

Project: The Ladybug Foundation, feeding the homeless

Hannah got her start raising money to help the homeless at age six. She and her classmates had a bake sale and art sale, and donated clothing and money to a local mission. Today, her Ladybug Foundation has raised one million dollars to help homeless people in Canada. Hannah is 11 years old.

MELVIN FRANCISQUINI

Quote: It brings purpose to my life.

Project: NY Cares, volunteering as a caring companion

Melvin is a New Yorker who's spent 80 hours as a volunteer, so far. His projects include visiting people with HIV/AIDS and playing bingo with senior citizens.

ABBISOLA

Quote: It taught me the meaning of responsibility... I really think that anyone that participates... will come out as a person changed for the better.

Project: Penny Harvest, collects pennies for charity

Abbisola is a student at PS 398 in Brooklyn, New York, one of 850 schools in New York City that collects pennies for charity. Together, NYC students ages four to 14 collected 100 million pennies (a million dollars). These pennies were on display in Rockefeller Center in December, 2007. Students decide how the money they've collected will be used to help others.

WHERE TO GO FOR MORE INFO ABOUT PHILANTHROPY:

- For more information on celebrity philanthropy, visit www.looktothestars.org.
- For information on volunteer opportunities in New York City and elsewhere, check out these sites: www.nycares.org and www.volunteermatch.org.
- For information on Penny Harvest and Common Cents, visit www.commoncents.org.
- For Hannah Taylor's story, see www.dosomething.org. (Use the search tool to find her story.)

The Roads to Success Makeover Challenge!

Want to improve your community? Here's your chance!

Wherever you live, learn, work, or play—that's your community. And whether you're eight, 18, or 80, you've got the power to make it great. So, what does your community need? How can you improve your world? What can your class of creative, energetic students do to make your community a better place?

Look around, think, plan, and pitch. One class will be selected to put their Roads to Success Makeover Challenge plan into action!

Rules

- You must enter as a class. No individual projects will be considered.
- Projects may focus on one group in the community, but they must, in some way, benefit everyone.
- Projects must be realistic, well planned, and reasonable to accomplish with funds raised by the students.
- Projects must include student service. Students may paint, plant, build, create, or fundraise.
- Projects must have an adult advisor who will help the winning class see the project through to completion.
- Classes must enter a "project pitch" that consists of the following:
 1. **Introduction.** Approximately four to six paragraphs describing the targeted community, what your class thinks it needs, your project idea, and how your project will address the community's need.
 2. **Plan of Action.** A step-by-step description of how you will accomplish your project, with details about who will do what, when, where, and how.
 3. **Budget.** A realistic accounting of what you'll need for the project, and how every penny will be spent.
 4. **Inspiration and Evidence.** Statistics, stories, and artwork. Anything that will help convince your readers that your project is needed. Up to three additional pages.
 5. **Advisor Agreement:** A written document that outlines what adult will help the winning class complete the project.
 6. **Your signatures.** A final page, which every class member will sign, pledging your commitment to this project.

Brainstorm!

The **BIG** Idea

- What class project will most benefit our community?

AGENDA

Approx. 45 minutes

- I. Warm Up: What is a Community? (5 minutes)
- II. Brainstorm! (15 minutes)
- III. Narrowing Choices (15 minutes)
- IV. Election & Consensus (5 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 41, Judges' Rubric For "The Roads to Success Makeover Challenge!"
- Student Handbook pages 42–43, Project Pros and Cons

☐ FACILITATOR PAGES:

- Facilitator Resource 1, Project Ideas
- Facilitator Resource 2, The Cost of Lending a Hand (Optional)

- ☐ White index cards, enough for every team of four to have one card

- ☐ A hat or bag

- ☐ Poster based on the "Gripes and Fixes" list generated by the class during **Introduction to Makeover** lesson, one per class, specific to that class

- ☐ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Identify the various communities to which they belong.
- Examine some of the needs of these communities.
- Brainstorm ways to meet these needs.
- Debate project ideas.
- Decide on a class project for "The Roads to Success Makeover Challenge!"

OVERVIEW

In this lesson, students take a broad look at the communities they belong to, and brainstorm ideas on how to improve them. In small groups, they'll debate the pros and cons of each idea and vote for their favorite. As a class, they'll tally the scores, and select a project to pitch for "The Roads to Success Makeover Challenge!"

PREPARATION

- ☐ List the day's BIG IDEA and activities on the board.
- ☐ Prepare a poster for each class, based on the "Gripes and Fixes" the class generated the previous week during the **Introduction to Makeover** lesson. Make sure each poster only reflects the "Fixes" of that particular class, and does not include ideas put forth in other classes.
- ☐ Make overhead transparencies of copies of **Student Handbook page 41, Judges' Rubric For "The Roads to Makeover Challenge!"** and **Student Handbook pages 42–43, Project Pros and Cons**.
- ☐ If your students are not already divided into teams of four, consider how to group them for **Activity II, Brainstorm!**
- ☐ If you think your students will need extra guidance to come up with a viable project, copy a class set of **Facilitator Resource 2, The Cost of Lending a Hand**. Refer students to it during **Activity II, Brainstorm!** and use it to spark a discussion.
- ☐ **Note:** After the completion of this lesson, you will need to talk to your school administrator to approve the students' project ideas. This should be done before next week's lesson. If the project is not approved, you will need to brainstorm a new topic with the class at the start of next week's lesson.

IMPLEMENTATION OPTIONS

In **Activity III, Narrowing Choices**, if your students are effectively discussing the pros and cons of each project idea, you may choose to skip using **Student Handbook pages 42–43, Project Pros and Cons**.

You may wish to contact your school administration or other local organizations to generate a list of local issues students can feasibly design a project for. These can then be shared with the class and added to the “Gripes and Fixes” list. Students could brainstorm solutions to these problems.

If you think your students need to conduct more research for feasible project ideas, you can take packets of important ideas and information from the websites cited in Lesson 1.

ACTIVITY STEPS

I. Warm Up: What is a Community? (5 minutes)

1. [On the board, write “community” in large letters. Greet students as they enter. When students have taken seats, direct their attention to the board.]
2. **SAY SOMETHING LIKE:** Before we continue to brainstorm our makeover projects, we need to think about the communities that we belong to, and what each community needs. Can anyone help me out with a definition of community? [As students brainstorm and offer suggestions, write them on the board. Make sure that they cover the concept that a community is a defined geographic area (neighborhood) where people live, work, and play together AND a community is a group of people who share common interests and goals around a variety of things that include education, recreation, and religion.]
3. **SAY SOMETHING LIKE:** Great! Now one example of a community that we all belong to would be residents of (your state). What are some other communities that we belong to? [Some examples that you might want to offer if they don’t come up are students at _____ school, members of religious organizations, clubs, teams, etc.]
4. [Write the communities on the board. Include some of your own ideas, based on what might be relevant for your students; for example in a neighborhood with many immigrants, you might list “people learning English as a second language,” or in a school with a popular basketball team, you might add “basketball fans.”]
5. [Point out that all these communities have needs, and jot a few on the board. For example, many communities need places to gather: religious groups need a quiet place to worship, and sports teams need fields, courts, or gyms to play and practice. Other communities need specific materials to accomplish their purpose: readers need books, musicians need instruments. Ask students to offer their own suggestions of needs that these different communities have.]
6. [Put up the poster of “Gripes and Fixes” to remind students of some of the community problems they found ways to solve last week during class. Tell them it’s now time to come up with some ideas for their class to pitch in the “The Roads to Success Makeover Challenge!”]

II. Brainstorm! (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to select our class project for the Community Makeover. We'll collect ideas from everyone, spend a few minutes discussing the pros and cons of each, and then vote on the best choice. Before we begin, let's take a look at what a good project should look like, so you know what to aim for.
2. [Place a transparency of **Student Handbook page 41, Judges' Rubric For "The Roads to Success Makeover Challenge!"** on the overhead projector. Explain that these questions will be used to evaluate and compare Community Makeover proposals in order to choose a school winner. Read each question aloud.]
3. [Explain to the students that they will be working in their groups from last week's lesson, and distribute an index card to each team. Ask all "facilitators" from last week's lesson to raise their hands (show of hands). Remind the class that these students will solicit ideas from their team members. Then instruct all of the "reporters" from last class to raise their hands. Ask one of the reporters to explain their role (student who will write down all of the team members' ideas). The team's assignment is to come up with one idea for consideration for the class project, which will be written on the index card and shared with the class.

Explain the following rules for brainstorming:

- The object is to come up with as many ideas as possible. As members share their ideas, *the rest of the team is not to comment in any way—positively or negatively.* Rather, they should keep the flow going so that all the ideas are on the table.
 - After brainstorming, the team facilitator prompts team members to look at all of the ideas, and to say, one at a time, which idea they like best and why. If the majority selects the same one, they are to go with that idea. Ask students who will make the final decision if the team is not in complete agreement. (Accept any reasonable solution.)
4. [Give the students 10 minutes to work. If students need some ideas, provide suggestions from those listed on **Facilitator Resource 1, Project Ideas**, and also from the "Gripes and Fixes" poster.]
 5. [Collect the cards, and put them in a hat or bag.]

III. Narrowing Choices (15 minutes)

1. [Place a transparency of **Student Handbook pages 42–43, Project Pros and Cons** on the overhead. Ask students to turn to this page in their handbooks. Read the directions aloud. Pick a card out of the hat or bag, and read it aloud. Then pass the hat or bag to the nearest student, and tell him/her to do the same. As each suggestion is announced, write it in one of the choice boxes, and instruct students to do the same. Continue until all the cards have been read.]
2. [Explain that the class will now consider the pros and cons of each suggestion. Remind students that someone in the class liked each of these ideas, and provide examples of constructive (rather than hurtful) criticism. Suggest that groups think about the following when considering each project:
 - How much will it help the community?
 - How psyched will you be to complete the project if you win?
 - Can the class realistically accomplish this goal?
3. [Take notes on the overhead as students consider the pros and cons of each project, guiding students where your input is needed re: cost considerations or administrative approval. Make sure students select a project that is feasible to execute. Instruct the students to write the pros and cons discussed for each project on their student handbook page.]

IV. Election & Consensus (5 minutes)

1. [If no clear winner emerges during the discussion above, conduct a vote by secret ballot.]
2. [If everyone is happy, then do a lot of back-patting and psych everyone up to create a project that will rock! If there's dissent in the ranks, try to get everyone on board by pumping them up to compete and win. Find a way to include the dissenters in the grand scheme; suggest creative inclusions in the pitch proposal, such as "ads" that feature their testimonials or a group song describing the project. Remind students that it will take everybody's help to create the winning pitch.]

V. Wrap Up (5 minutes)

[Commend students on their choice, and suggest that they keep their project idea confidential, so other classes still selecting projects will not be influenced by it. Tell students to spend some time this week thinking about special talents they have, which might make their project pitch stand out, such as artistic abilities, computer skills, etc. Instruct them to come to the next class ready to begin preparing their class pitch for "The Roads to Success Makeover Challenge!"]

PROJECT IDEAS

- Clean up a park.
- Make and distribute “we care about you” cards and gift baskets to homebound seniors, or to seniors in a retirement center.
- Organize a tutoring program to help elementary school children.
- Host a party for someone who deserves it (such as children from a homeless shelter, grandparents who are raising their grandchildren, your local volunteer firefighters). Make food, decorations, provide entertainment.
- Organize a coat and/or toy drive for a homeless shelter.
- Volunteer to paint, or create artwork for any wall that needs it: in your school, at the library, in your community center.
- Raise money to send homeless or needy children to a child-friendly theatrical show.
- Collect donations of stuffed animals to give to children in your local hospital.
- Create a website for the teenagers in your community, offering information about teen programs, and giving teens the chance to write articles and share stories.
- Create a teen or children’s section in your school or local library. Collect donations of books, and organize an attractive space for reading.
- Lobby for a designated area to skateboard.
- Spruce up the school cafeteria.
- Create educational pamphlets about safety, social, or health issues.

The Cost of Lending a Hand



There are tons of different things you can do to improve your community. When you are brainstorming ideas, be sure to think about all the costs involved with your ideas. Below are some examples of projects, and examples for how much these projects can cost. These are just ideas to get you started—the more ideas you can brainstorm, the better, so be creative!

Painting Projects:

1. Paint a mural on the seventh and eighth grade floor with a specific theme.
2. Paint new hop-scotch boards on the playground.
3. Paint a room in a shelter or food kitchen.

COST FOR MURAL PROJECT

ITEM	QUANTITY	COST
Paint Roller Frame (\$1.89)	8	\$15.12
Paint Roller Pad (\$1.99)	8	\$15.92
Paint Roller Pan (\$1.98)	8	\$15.84
Plastic Drop Cloths (\$1.35)	4	\$5.40
Roll of Painter's Tape (\$3.16)	3	\$9.48
Can of Paint (\$35.00)	5	\$175.00
Paint Brush Set (3 brushes for \$6.88)	2	\$13.76
8oz canister of Acrylic Paint (\$6.74)	5	\$33.70
Set of 12 Art Brushes (\$11.24)	3	\$33.72
TOTAL		\$317.94

Beautification Projects:

1. Plant flowers for elderly people in retirement homes and deliver them.
2. Plant flowers for teachers and community members as an “appreciation” project.
3. Teach students in lower grades how to plant and care for plants.

4. Create a “clean-up patrol” for the halls to help collect garbage and teach other students how to keep the school clean. Create posters and other advertisements to help keep the school clean.

COST FOR BEAUTIFICATION PROJECT

ITEM	QUANTITY	COST
1 flat of marigold flowers (\$20.00)	2	\$40.00
Plastic Pot (\$.39)	40	\$15.60
Ceramic Pot (\$1.00)	40	\$40.00
Miracle Grow Potting Mix (\$6.99)	3	\$20.97
Plant Tags (\$2.95 for 50)	2	\$5.90
Seed Flats (\$4.20 for 10)	10	\$4.20
Seeds (\$2.45 for 200)	200	\$2.45
Heavy Duty Garbage Bags	100	\$25.98
Box of Crayola Markers (\$5.49)	3	\$16.47
Poster Board (\$.33)	10	\$3.30
TOTAL		\$174.87

Community Engagement Activities:

1. Toy drive for a local shelter.
2. Read to students in kindergarten.
3. Organize a food drive for a local soup kitchen.
4. Improvement of a small area of the school.
5. Hold a school supply drive for incoming sixth grade students.
6. Create a recycling program at your school.

Fundraising Activities:

(**Note:** Fundraising activities require a lot of advance planning. You will need extra adult help to plan and promote a charity event.)

1. Jump-Rope-a-Thon to raise money for a charity.
2. Three-on-three basketball tournament to raise money for a charity.
3. Bake sale to raise money for a charity.

Some Good Causes to Raise Money for:

1. The Heifer Foundation: Money goes towards donating livestock to families in developing countries. These animals provide food and money for these families for generations to come.
2. The Red Cross: Helps millions of people world-wide prevent, prepare for, and cope with emergencies.
3. Big Brothers and Big Sisters: A worldwide mentoring program that pairs children with adults who can help them make big decisions and focus on reaching their potential. Your money would help to support that cause.
4. East Side House Settlement in the Bronx: Money goes to supporting their cause of helping young people in the south Bronx create opportunities for themselves by pursuing their educational goals.

There are thousands of causes to donate your hard-earned money to. If you have any other ideas, check with your Roads to Success facilitator and they will help you find an organization that will put the money your class has raised to good use.

In the space below, list any other organizations you would be interested in raising money for.

Name of project: _____

Final Ranking (circle one): 1 2 3 4 5

Judges' Rubric: "The Roads to Success Makeover Challenge!"

(Circle one response for each question.)

Introduction

1. Has the class presented its idea clearly?

not really somewhat well extremely well

2. Does the project address a real community need?

not really somewhat well extremely well

3. Does the project set a realistic goal?

not really somewhat well extremely well

4. Does the pitch make you want to jump out of your seat and go do the project?

not really somewhat well extremely well

Plan of Action

5. Are the steps written clearly and in an order that makes sense?

not really somewhat well extremely well

6. Does the plan include all of the necessary steps needed to carry out the project?

not really somewhat well extremely well

Budget

7. Is it clear how the money will be raised?

not really somewhat well extremely well

8. Are all items needed to carry out the project included?

not really somewhat well extremely well

Inspiration and Evidence

9. Does it include statistics (facts), stories, or graphics that make this project convincing?

not really somewhat well extremely well

Pros: _____

Cons: _____

Other Considerations: _____



PROJECT PROS & CONS

CHALLENGE: To create a project that will benefit the community.

You can use the **CHALLENGE-CHOICE-CONSEQUENCES** strategy to choose a Community Makeover project.

List a possible project in each box on the left, and write the **PROS** (reasons to select the project) and **CONS** (reasons not to select the project) next to it.

CHOICE

CONSEQUENCES

	Pros
	Cons

CHOICE

CONSEQUENCES

	Pros
	Cons

CHOICE

CONSEQUENCES

	Pros
	Cons

CHOICE CONSEQUENCES

	Pros
	Cons

CHOICE CONSEQUENCES

	Pros
	Cons

CHOICE CONSEQUENCES

	Pros
	Cons

CHOICE CONSEQUENCES

	Pros
	Cons

CHOICE CONSEQUENCES

	Pros
	Cons

Planning the Pitch

The **BIG** Idea

- How will we create an effective project pitch?

AGENDA

Approx. 45 minutes

- I. Warm Up: “Basketball For Lunch, Please!” Sample Pitch (15 minutes)
- II. Committee Briefing (10 minutes)
- III. Planning the Pitch: What Must We Do? (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook pages 44–48, “Basketball For Lunch, Please!” Sample Pitch
- Student Handbook pages 49–50, One-Month Calendar

☐ FACILITATOR PAGES:

- Facilitator Resource 1, Advisor Agreement
- Facilitator Resource 2, Community Makeover Group Assignments

- ☐ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Review a sample pitch for “The Roads to Success Makeover Challenge!”
- Analyze what their project pitch will require.
- Brainstorm ways to meet these needs.

OVERVIEW

To plan a class pitch for “The Roads to Success Makeover Challenge!,” students must imagine what their project will look like in action, and be able to anticipate the various activities and materials they’ll need. In this lesson, students review a sample project pitch, and take stock of the skills and interests they can lend to their project. They also describe their project in detail, and begin to plan their pitch.

PREPARATION

- ☐ List the day’s **BIG IDEA** and activities on the board.
- ☐ Copy **Facilitator Resource 1, Advisor Agreement** and **Facilitator Resource 2, Community Makeover Group Assignments** (one per class).
- ☐ Create an overhead transparency of the following handouts
 - **Facilitator Resource 1, Advisor Agreement**
 - **Student Handbook pages 44–48, “Basketball For Lunch, Please!” Sample Pitch**
 - **Student Handbook pages 49–50, One-Month Calendar** (two pages, one for each month)
- ☐ If you have not already done so, talk to your principal to gain the necessary approval for projects under consideration. Make sure to discuss issues like school personnel whose help may be needed, best times for students to complete the projects, and permissions if students need to be out of school to deliver items to the charity of choice. (**NOTE:** This must be done before you teach this lesson.) If the proposal is not approved, you will need to help your students select a new project idea.
- ☐ Before teaching this lesson, determine what date the projects will be judged.
- ☐ Think about the project this class is going to pitch for “The Roads to Success Makeover Challenge!”, and be ready to suggest ideas that will help them articulate the target community, the project goal, the actions and materials it will entail, and any additional or creative materials that might seem especially appropriate (such as a survey, a collection of quotes, a cartoon).
- ☐ Create a poster explaining the interests and skills needed on each committee, as well as the product to be created, as follows:

NOTE: Each poster should be written in a different colored marker.

Writing Committee

- Researching and presenting ideas
- Getting the facts right
- Writing imaginatively and convincingly

Responsible for:

Introduction: Approximately four to six paragraphs describing the targeted community, what your class thinks it needs, your project idea, and how your project will address the community's need.

[Include a copy of the Introduction from "Basketball for Lunch, Please!"]

Planning Committee

- Being organized
- Thinking about all the details
- Planning a project

Responsible for:

Plan of Action: A step-by-step description of how you will accomplish your project, with details about who will do what, when, where, and how.

[Include a copy of the sample Plan of Action]

Budgeting Committee

- Finding out how much things cost
- Negotiating deals
- Managing money

Responsible for:

1. **Budget:** A realistic accounting of what you'll need for the project, and how every penny will be spent.
2. [Include a copy of the sample Budget]

Advertising Committee

- Drawing, videotaping, creating cartoons, or making up song lyrics
- Thinking "outside the box"
- Finding new ways to convince people that your idea is great

Responsible for:

Inspiration and Evidence: statistics (facts), stories, and artwork. Anything that will help convince your readers that your project is needed. Up to three additional pages.

[Include a copy of sample Inspiration and Evidence page]

IMPLEMENTATION OPTIONS

For **Activity II: Committee Briefing**, if space allows, you may wish to tape your committee posters around the room, placing one committee assignment on each wall. Ask students to stand under the poster of the committee they'd most like to be on, then ask for volunteers to move from overcrowded committees to those in need of help.

If you think your students will not respond well to the selection process in **Activity II, Committee Briefing**, allow students to choose a number from a hat or plastic bag. Allow the student who selected number one to pick his/her committee first. The student who chose the number two slip should be allowed to select her committee next. Continue having one student at a time select his committee, in increasing number order, until all students have chosen a committee.

During **Activity III, Planning the Pitch**, if you don't think your class can handle the visualization exercise, skip it, and just brainstorm. You may also wish to make notes in this section on chart paper instead of the board, to reference in later lessons. Make sure to write the class period on top of each piece of chart paper.

Note: Some projects (for example, an event like a basketball tournament) may lend themselves to the creation of an additional **Public Relations Committee**. If your students have chosen such a project, the Public Relations Committee can be in charge of getting other people (like parents, teachers, etc.) to help.

ACTIVITY STEPS

I. Warm Up: “Basketball For Lunch, Please!” Sample Pitch (15 minutes)

1. [Greet the class, and psych them up to start preparing their class pitch today for “The Roads to Success Makeover Challenge!” When everyone’s seated, direct students to **Student Handbook pages 44–48, “Basketball For Lunch, Please!” Sample Pitch.** Let them know that this is a sample proposal for the Makeover Challenge. Although it looks complicated, they will have several weeks to work on theirs, both as a class and in smaller committees. Remind them that each class only submits **one** proposal, so the work is spread out between everyone. There are many steps needed to create such a proposal, and you will be there to guide them through all of them.]
2. [Display the **Introduction** on the overhead and have students take turns reading each paragraph aloud. While students are listening, ask students to think about its strengths and weaknesses. Instruct students to make notes on the sample proposal to help them identify key points to keep in mind while developing their own project.

Once the students have finished reading the **Introduction**, lead a discussion using the following questions:

- Has the class presented its idea clearly?
 - Does the project address a real community need?
 - Does the project set a realistic goal?
 - Does the pitch make you want to jump out of your seat and go do the project?]
3. [Again, assign students to read each point in the **Plan of Action** aloud and lead a discussion using the following questions:
 - Are the steps written clearly and in an order that makes sense?
 - Does the plan include all of the steps needed to carry out the project? (ex: school personnel needed for project; permission by school principal]
 4. **SAY SOMETHING LIKE:** I’d like you to take a quick look through the remaining pages of the “Basketball for Lunch” proposal. The next section in the proposal is the Budget, which lets the judges know how you plan to spend your money if your project is selected. Finally, there’s an advertising page titled “Inspiration and Evidence.” You can use this section to include additional material that will help the judges in making their decision. [Specify what might be included here for this class’s project: survey results, quotes from people in their community, facts from a relevant website, artwork (sketches, photos, etc).]

5. [Reassure students that you will guide them through this process, starting with a general timeline. Place a copy of **Student Handbook pages 49–50, One-Month Calendar**, on the overhead projector, and discuss what will be accomplished in each class meeting, including what's already been done. Have students write the dates in their own student handbooks. Note the judging date as the goal that must be met, and emphasize that consistent work will be needed in order to accomplish this goal:

Week 1: Introduce project

Week 2: Select project

Week 3: Assign committees

Week 4: Project pitch

Week 5: Project pitch

Week 6: Final draft of project pitch due, self-evaluations

(Date)__: Judging]

6. [Using an overhead projector, display **Facilitator Resource 1, Advisor Agreement** and explain its purpose. **NOTE:** Only one advisor is needed for each project, and students should decide who should be approached, by whom and when, to enlist their help. This date should also be added to the calendar. If a student is chosen to enlist an adult advisor, he/she will need a copy of **Facilitator Resource 1, Advisor Agreement.**]

II. Committee Briefing (10 minutes)

1. [Using the sample pitch as an example, point out that a good pitch requires a lot of work, and there are many different categories that must be addressed. In order to make sure that all of the parts are covered, the class will be divided into committees.]
2. [Write the following committee names on the board: **Writing, Budgeting, Planning, and Advertising.**]
3. [Briefly describe what each committee will do so that students have a solid understanding of what they will be volunteering for. Use the posters you've created to illustrate the responsibilities and skills needed for each element of the proposal.]

SAY SOMETHING LIKE: The **Writing Committee** will write the introduction to the proposal, explaining whom the project is for, and what the general idea is. The **Budgeting Committee** will come up with a budget, and shop around for the best prices for all of the items that are necessary to complete the project. The **Planning Committee** will write up the plan of action. The **Advertising Committee** will create the graphics and art needed for the pitch, and also come up with something original to

make the pitch special.

[Solicit and answer any questions that students may have at this point.]

4. **SAY SOMETHING LIKE:** Now that you know what the responsibilities of each one of these committees are, I would like you all to volunteer for the committee that you think you would be best suited for. Most likely not everyone will get their first choice, so you will have to think about what your second and third options are. Keep raising your hand until you are selected for a committee.

[Begin soliciting volunteers by saying the name of each committee. Committees should be approximately the same size, ideally five or six students each. Once all students are assigned to a group, record the names of the students for each group using **Facilitator Resource 2, Community Makeover Group Assignments**. (See **Implementation Options** for more ideas.)]

5. [Once all of the groups have been determined, tell students that these groups are non-negotiable, and that they will be working within this group for the duration of the makeover project. Designate an area for each committee to meet, and ask students to change seats in order to sit with their other group members. Explain to students that for the duration of the unit, they should sit with their group members in their designated area.]

III. Planning the Pitch: What Must We Do? (15 minutes)

1. [Erase the board, and now write on it the name of the class's "Roads to Success Makeover Challenge!" project. Under the project name, list the four categories that will constitute the pitch: Introduction, Plan of Action, Budget, Inspiration & Evidence. Under each category, list the committee that will handle it. Leave plenty of room under each category heading to jot down ideas the class will suggest. The board should look like this:]

PROJECT NAME			
<u>Introduction</u>	<u>Plan of Action</u>	<u>Budget</u>	<u>Inspiration & Evidence</u>
(Writing)	(Planning)	(Budgeting)	(Advertising)

2. [Assign one of your very thorough students to the job of secretary, and instruct him/her to copy down everything you list on the board during this activity. Make sure this student writes the class period on the top of his/her notes.]

Explain that since “The Roads to Success Makeover Challenge!” is a competition, they must erase the blackboard at the end of class, and that it will be important to keep track of the tasks and ideas they’re about to generate.]

3. **SAY SOMETHING LIKE:** The key to creating an effective pitch is to understand the project in extraordinary detail, and then to explain it to the judges in the clearest manner. So let’s start at the beginning, and brainstorm as many details about the project as possible. Then, next week, each committee will take the ideas we developed today, and put them into the right form for the pitch.
4. [Start with the introduction, and prod students to articulate everything they know about the target community and the project goal. Jot notes on the board under “Introduction” as the class comes up with relevant answers (or under any other category if something else occurs). Remember to probe for as many details as possible. For example, if the target community is “the school,” ask if it includes teachers and administrators. If you ask a question to which the students don’t know the answer, for this or any category, put the question on the board anyway, and mark it “to be answered”—perhaps by putting several question marks at the end, like this: *How many total students are in the school????*]
5. [Once you have some notes for the introduction, move on to the plan of action. Tell the class they’re going to do what’s called a “visualization” to imagine the details of the project. For example, if the project involves a tutoring program, they might visualize themselves as tutors, reading to elementary school kids in a library or classroom, surrounded by books.]
6. [Tell students to close their eyes for a minute.]

SAY SOMETHING LIKE: Your class has won “The Roads to Success Makeover Challenge.” You will now put the project into action. What is the first thing you’ll do? What’s the second? What are all the events that have to happen, in order for your project to become real?”

7. [Give students a minute to visualize. Then ask them to open their eyes, and describe what they visualized about the project. (They should keep other thoughts to themselves.) As students list tasks they’ll need to do for the project, take notes on the board, jotting key phrases under the categories where they best belong. For example, if someone says, “I saw myself buying soda and chips to serve at the party,” put “BUY REFRESHMENTS” under the BUDGET category.]

NOTE: Each project will be different, and therefore this exercise is just a blueprint. Adjust accordingly for the nature of each class project. (See **Implementation Options** for suggestions.)

8. [Ask students if there are any steps that need to be completed before they win (such as getting permission from the school principal). These steps should also be listed on the board.]

Continue to brainstorm project needs until you feel that the class has covered the basics. Some ideas for you to suggest that they might not think about include: *getting materials* (such as books, musical instruments, sports equipment, which they must purchase, borrow, or get as donations), *needing transportation*, *making and placing advertising* (such as flyers or newspaper ads to notify the community about a program), *getting permission* (from a school and/or town), *creating additional/ supporting material* (such as surveys, art, photos).]

IV. Wrap Up (5 minutes)

1. [Ask students to take a good look at the board, and jot down any of the questions they might be able to find answers to during the week. Ask for volunteers to report back with the answers. Instruct the secretary to record these students' names next to the questions they will be investigating.]
2. [Also, if there are any suggestions for things to include in the pitch—for example, letters saying parents will be willing to drive to the store, or a list of sporting goods stores where equipment can be bought—ask for volunteers willing to do these tasks. Again, ask the secretary to record the suggested tasks with the names of the student volunteers.]
3. [Tell students they will work in their committees next week, and begin to write and assemble their pitches. Also remind students to keep hush about their great ideas... a little discretion goes a long way in a school-wide challenge.]
4. [Make sure your secretary gives you the hard copy of the list on the board. Check to make sure it's complete, and then erase the board.]



Advisor Agreement

Date: _____

To Roads to Success Facilitator:

I have agreed to serve as an adult advisor in the eighth grade Roads to Success Community Makeover project.

Class Section: _____

Name of Project: _____

If this project is selected as the school winner, I will help students execute the project according to the contest rules.

Sincerely,

Signature of Advisor

Printed Name of Advisor

Organization (example: ASPCA) or relationship to student (example: Joe Smith's mom)

Contact Phone Number

Contact E-mail

Community Makeover Group Assignments

Period: _____

Writing Committee

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Planning Committee

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Budgeting Committee

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- _____
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- _____
- _____

Advertising Committee

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- _____
- _____

The Roads to Success Makeover Challenge!

“Basketball For Lunch, Please!” Sample Pitch

4th Period Roads to Success Class
November 20, 2011

Introduction

There’s a problem at Washington Middle School that happens during lunch period every day, and it causes a lot of students to get in trouble. We’ve asked around, and not just eighth graders are affected, but everyone. So the problem affects the whole school community, which means 158 eighth graders, 163 seventh graders, and 171 sixth graders. Plus, it affects all the lunch monitors (who are also teachers), the principal and the assistant principal, who’s in charge of detention.

Here’s the problem: there’s nothing to do during lunch hour, other than eat, which only takes about 10 minutes out of the 42-minute period. Students aren’t allowed to leave the cafeteria (except to go to the library, which most kids don’t want to do). But we’re also not allowed to make a whole lot of noise or do anything fun in the cafeteria to keep ourselves busy.

What ends up happening is a lot of the kids who can’t sit still, and even some who can, start joking around, and roaming around, and it gets pretty rowdy. The lunch monitors yell at us to go back to our seats, but we’ve been sitting all day and really need a break from all the sitting. So kids who just need to move around end up getting in trouble. Sometimes we end up in the principal’s office or we have to spend the rest of the period in detention. All this really only happens because we’re bored and need a rest from learning, which is what lunch period is supposed to give us, anyway.

Our idea is to fix up the old basketball court outside, and use it as a place to go for the last 30 minutes of lunch, so we can do something physical and play basketball. A teacher who would normally have lunch duty would come with us and watch us, and there’d be rules and we’ll sign a contract saying we’ll behave and clean up trash.

So our class—the totally amazing and awesome Roads to Success fourth period class—wants to make over the basketball court to use during lunch. That’s our project for “The Roads to Success Makeover Challenge.” We hope you will agree it is a good idea to fix up the basketball courts and let kids go there during lunch.

Plan of Action

- 1) Conduct a class survey of 237 students and 35 teachers.
Date to be completed: Tuesday, April 2nd
- 2) Present our survey results to the principal in order to gain permission for our project.
Date to be completed: Friday, April 5th
- 3) Our advisor, Mr. Jinna from social studies, said we need to get permission from the school board as well. We will elect representatives to attend the next school board meeting.
Date to be completed: Monday, April 8th
- 4) Our advertising committee will make posters and pie charts to show that the project will look nice.
Date to be completed: Friday April 12th
- 5) Our elected representatives will attend the school board meeting.
Date to be completed: Tuesday April 16th (next school board meeting)
- 6) Our public relations ("P.R.") committee will convince teachers to monitor the court during lunch.
Date to be completed: Friday April 19th
- 7) As a class, we'll have a big clean-up day, and get lots of volunteers to help clean up the basketball court.
Date to be completed: Friday April 26th
- 8) We will ask the head school custodian if he can help us put up the basketball nets and chain the trash can to the fence.
Date to be completed: Friday April 26th
- 9) Our budget committee will buy basketball nets, a trash can, and a storage bin to keep the basketballs in.
Date to be completed: Monday, April 29th
- 10) Our planning committee will help the school custodian put up the basketball nets and chain the trash can to the fence.
Date to be completed: Monday, April 29th
- 11) Everyone will sign a contract saying we promise to behave and put trash in the trash can and take care of the court.
Date to be completed: Wednesday May 2nd

BUDGET

1. Petition (paper and pencils from school)	00.00
2. Meetings with principal or others	00.00
3. Basketball nets, four chainlink @19.95 each.....	79.80
4. Basketballs, eight @20.00 each.....	150.00
5. Recycled steel mesh trash can.....	164.84
6. Chain and lock for trash can	9.99
7. Storage container for basketballs (used).....	90.00
8. Lock for storage container.....	4.99

Total	\$499.62
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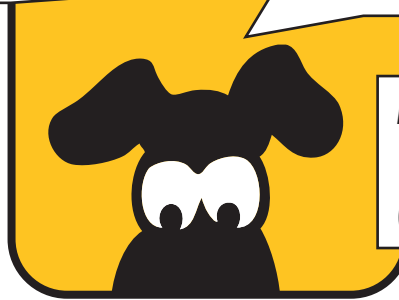
Inspiration and Evidence

I monitor the lunchroom twice a week. The students end up leaving lunch frustrated and restless.

—Coach Smith

We sit for eight hours a day! I can't even concentrate in my last class. All I can think about is moving around.

—Bryan Jones
(Eighth Grade President)



I'll do anything to help!

—Mrs. Thompson
(parent of current seventh grader)

With a little help we can make a HUGE difference....



OUR GOAL →

SUPPORTED BY CURRENT RESEARCH

Researchers are finding that brain activity and brain development are enhanced by physical exercise.
—reported on NPR, August 31, 2006

SURVEY RESULTS

We asked 237 kids and 35 teachers: "Do you think it would be a good idea to fix up the outside basketball court so we can play during lunch?"

Every single person voted "yes;" therefore 100% are in favor of our idea.

As a class, we will use this calendar to keep track of your Community Makeover due dates. Write the month and year in the space above and write the correct date in each box.

[illegible]

ONE-MONTH CALENDAR (month & year: _____, _____)

As a class, we will use this calendar to keep track of your Community Makeover due dates. Write the month and year in the space above and write the correct date in each box.

[illegible]

Drafting the Pitch

The **BIG** Idea

- What makes for a successful team? How are we going to create our pitch?

AGENDA

Approx. 45 minutes

- I. Warm Up: Group Work (5 minutes)
- II. Meet Your Committee (5 minutes)
- III. Nuts and Bolts: Getting It Done (20 minutes)
- IV. Committee Reports (10 minutes)
- V. Wrap Up (5 minutes)

Note: In lesson 5, use the following Agenda:

- I. Warm Up: Check In (5 minutes)
- II. Nuts and Bolts: Getting It Done (30 minutes)
- III. Wrap Up: Committee Reports (10 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 12–13, Proposal: Introduction (Writing Committee)
- Portfolio page 14, Proposal: Supplies (Budgeting Committee)
- Portfolio page 15, Proposal: Budget (Budgeting Committee)
- Portfolio page 16, Proposal: Scheduling (Planning Committee)
- Portfolio page 17, Proposal: Plan of Action (Planning Committee)
- Portfolio pages 18–19, Proposal: Inspiration & Evidence (Advertising Committee)

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!" (from lesson 2)
- Student Handbook page 40, The Roads to Success Makeover Challenge!, (from lesson 1)

- ❑ Copies of the board notes taken last week during **Activity IV, Planning the Pitch**, one for each student, plus a few extras

OBJECTIVES

During this lesson, the student(s) will:

- Critique what constitutes successful group behavior.
- Divide up into committees to complete sections of the class pitch.
- Work in committees to complete a first draft of the pitch.
- Review the first draft as a class, and target changes.

OVERVIEW

Working on a group project can help students grow in a number of ways. They have the opportunity to accomplish something tangible, and share in its success with their peers. They also benefit from practicing cooperative behavior, which will help them both in their personal lives and in the work world.

NOTE: Two weeks have been allotted for the completion of this lesson.

PREPARATION

- ☐ List the **BIG IDEA** and activities on the board.
- ☐ Make a “T” chart on the board, and write “HELPS” on one side, and “HURTS” on the other.
- ☐ Prepare a copy of last week’s project notes for each member of the class.
- ☐ This lesson has students working in groups on complex tasks. If you think your host teachers would be helpful, consider sharing this lesson with them prior to implementation and ask them to be present to circulate and help groups of students with questions and confusion during the class.
- ☐ Students in all committees will need the computer lab. The budgeting and advertising committee will use the computers to conduct research for their sections, while the writing and planning committees will need computers to type up their final drafts. If you can, reserve the computer lab (for lessons 4 and 5) in advance. See **Implementation Options** for more information.
- ☐ For each class, create a list of three “shopping” websites for the budgeting committee. The websites should relate to the necessary supplies for each class project. For example, a class who wants to build a community garden may choose Lowe’s, Home Depot, and Walmart (www.lowes.com, www.homedepot.com, and www.walmart.com). Feel free to choose local stores that are more accessible to your students.
- ☐ Create a folder for each committee. Class name/number and names of all committee members should be listed on the outside. Documents the committee is responsible for should be placed on the outside, and reviewed after each class. Facilitator comments can be provided to assist students in their work the following week.

IMPLEMENTATION OPTIONS

In this lesson, students brainstorm behaviors that help and hurt effective group work. A more formal self- and peer-evaluation will take place at the end of the project. If you wish to share the peer evaluation document with your students today, refer them to **Student Handbook pages 51–52, Peer Evaluation** from **Lesson 6, Perfecting the Pitch**. This should be done at the end of the **Warm Up**.

ACTIVITY STEPS

I. Warm Up: Group Work (5 minutes)

1. [Greet students as they enter, and tell them in a few minutes they'll start working in committees on their pitch for "The Roads to Success Makeover Challenge!" By the end of the class, each committee will have an outline or first draft of their section of the pitch. But before dividing up into groups, you're going to do a quick activity, which will help everyone know what does, and doesn't fly, when you're collaborating in a group.]
2. **SAY SOMETHING LIKE:** Have any of you ever been assigned a group project, but then you were the one who got stuck doing all the work? [Students respond.] No one likes when this happens. This Makeover Challenge project requires that we work together, and everyone does his share. Just to make sure we're all clear, let's make a list of what "doing your share" looks like. Later, when you've finished your Makeover Challenge proposal, you'll be asked to rate yourselves and your teammates on your performance as part of a committee.
3. [Assign one student the job of taking notes on the board. Tell them to use the T chart marked Helps and Hurts for recording student answers.]
4. **SAY SOMETHING LIKE:** We are going to brainstorm the different things that help group work run smoothly, and we'll outline the things that hurt group work. I'll start. I find it really difficult to work in a group when one person does all the talking and doesn't let anyone else speak. Who else has ideas about what causes trouble when working in groups? [Students brainstorm. Make sure students hit on behaviors such as disagreeing with everything, not focusing on the assignment, not participating, etc.] Great! Now what are some of the behaviors that would make a group work well together? [Students should mention encouraging ideas, being organized, building on suggestions, completing their part of the project on time, etc.]
5. **SAY SOMETHING LIKE:** Great job! Use this list as a guideline for how to act in your groups. At the end of the period, we'll check back and see how well you did.

II. Meet Your Committee (5 minutes)

1. [Review each committee's responsibility for preparing their section of the pitch, as described in the previous lesson: *"The Writing Committee will write the introduction*

to the proposal, explaining whom the project is for, and what the general idea is. The Budgeting Committee will come up with a budget, and shop around for the best prices for all of the items that are necessary to complete the project. The Planning Committee will write up the plan of action and make the timeline of who-will-do-what-when. The Advertising Committee will do graphics and art needed for the pitch, and also come up with something original to make the pitch special.”]

2. [Give each student a copy of the notes that your class generated last week during **Activity IV**, in “**Planning the Pitch**.” Instruct students to turn to **Student Handbook page 40, The Roads to Success Makeover Challenge!**, which outlines the requirements for each section of the pitch. Refer committees to the student handbook and portfolio pages needed to complete their portion of the project, providing additional instructions as needed.]

III. Nuts and Bolts: Getting it Done (20 minutes)

1. [Tell students they will have 20 minutes to look over last week’s notes, talk about their assignment, decide how to approach it, and come up with an outline or first draft for their section. Remind students that they have this week, next week, and a portion of the following week to work on their pitches in class. Be clear about the amount of work they’ll need to accomplish in this session. When time is up, they will reconvene as a group, go over what everyone’s done, and make suggestions for improvements. Remind them to practice the behaviors listed on the board under “HELPS.”]
2. [If computers are available, let them have access to the Internet for finding facts, shopping for prices, making/printing out graphics, etc.]
3. [Walk around and check in on the groups, supervising to see that everyone is pitching in. The budgeting committee will most likely need some extra guidance to complete **Portfolio page 14, Proposal: Supplies (Budgeting Committee)**. Once the students have listed all the supplies needed for the project, you will need to review their list. In addition, you will need to model how to locate the prices for a couple of their supplies using one of the appropriate websites. (See **Preparation** section.)

In order to make sure the pitches are fair, and no one accuses you of helping one class more than another, limit your involvement to being helpful and giving advice, and let the students do all the work themselves.]

4. [Give students a five-minute warning before the end of the activity, so they can produce something tangible if they haven’t already done so.]

IV. Committee Reports (10 minutes)

1. [Refer students to the **Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!"** Tell them to use it as a guide to critique the committee reports.]
2. [Now, call on each group to present their work. Immediately after they're done, open the discussion up to the rest of the class for constructive feedback. Keep the feedback on target, by referring back to **Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge!"**]
3. [Make sure to time things so every committee gets a chance to go—perhaps limiting presentations and responses to a minute each. Also, tell each group to appoint one person to take notes on suggested revisions.]
4. [How this plays out will depend on the nature of the class project, but it will probably go something like this: the Writing Committee reads aloud their outline or first draft, the Planning Committee reads their outline for the plan of action, the Budgeting Committee reads or shows the budget, and the Advertising Committee shows a sketch or plan for creative additions, such as photos, drawings, cartoons or comic strip, a recorded original song, etc. They can also include quotes, facts, and real-life stories that help make the proposal more convincing.]

V. Wrap Up (5 minutes)

1. [Ask each committee's note-taker to review, out loud, any changes the committee will make to their first draft. If there are tasks that must get done during the upcoming week, have the committees state who-will-do-what-when. Record this information, and set a time for committee members to check in with you during the week to report on their progress. You can determine the best way to do this (i.e. in person or by phone) based on your schedule.]

[Also, if students need any specific materials for their pitches during week five and six, (colored pens or paper, binders, etc), determine who will provide them. Make (and post, if possible) a list of anything you and the students need to bring to class next week.]

Use the following pages
to create your community
makeover proposal.



Proposal: Introduction (Writing Committee)

Answer each question in complete sentences.
(Many questions will require discussion.)

The Problem

Describe the problem.

How did it come to your attention?

Who is affected?

The Project

Describe your project.

The Project

Who will do the work?

When will they do it?

What adults need to give permission?

(If they've already given permission, describe the details. If you still need to get permission, explain who will set up an appointment and who will do the talking.)

What adults can help with the project?

Have they agreed to do this? If so, please attach advisor agreements.

Who will benefit from this project?

How will your project make a change in your community?

Proposal: Supplies (Budgeting Committee)

Directions:

1. First, list all the supplies you will need to complete your project in the left-hand column below. Once you have completed this list raise your hand for a "Teacher Check."
2. Next, determine what items can be borrowed and what items will need to be bought. If you can borrow an item, write the person who will lend it on the "Borrow" line. If you'll have to buy an item, check the "Buy" column.
3. Finally, you are going to research the prices of these items at three different stores, provided by your teacher. Write the name of each store on the chart below. Check prices online, and write down the cost of each item at each store. (Note: Your teacher will help you with this step.)
4. Add up all of the items to see which store is cheapest. (NOTE: You can only compare the totals if you have prices for everything.)

Supplies Needed	Borrow?	Buy?	Store 1	Store 2	Store 3
Which store total is cheapest?					

Proposal: Budget (Budgeting Committee)

Note: If you are borrowing items, include them in the list below and list the price as \$0.00.

Item	Cost per unit	Quantity	Total

TOTAL COST = _____

Proposal: Scheduling (Planning Committee)

Use this schedule to create your project plan.

STEP 1: LIST

In the “Things to Do” column, write down all the things you have to do to complete the project.

STEP 2: PRIORITIZE

In the second column, number the steps in chronological order. Number 1 should be the task that must be done first.

Things to Do	Order of Steps

Proposal: Plan of Action (Planning Committee)

Task	Date to be Completed
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
• _____	
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• _____	
• _____	

Proposal: Inspiration & Evidence (Advertising Committee)

Your job is to provide the inspiring evidence that will get others excited about this project. Use one or more of the following methods to make your point.

Real-Life Examples

You may want to collect quotes in support of the project.

(See sample Makeover Proposal, “Basketball for Lunch” for examples.)

Ask people who will be affected by the project how they feel about it.

Real quotes from real people are the most convincing.

(Be sure to ask permission if you’re going to quote someone by name.)

Person #1:

Person #2:

Person #3:

Person #4:

Person #5:

You may want to tell the true story of someone who would benefit from your help.

Examples:

“We are having a rock concert to raise money for the American Cancer Society to donate in honor of a teacher and fellow student at our school who have been previously diagnosed with leukemia.”

(Spencer Middle School, WV)

“Tyson, a one-year-old mixed-breed dog, inspires us daily with his wonderful spirit. When we found him, he had been severely beaten and had suffered serious injuries to his left hind leg. Tyson is an amazing and adaptable pup.”

(ASPCA website)

Statistics (Facts and Figures)

How big is the problem? Do some research, and include the statistics in your pitch.

“There were 636,017 homeless people in America in 2011.”

(National Alliance to End Homelessness website)

Or survey members of the community you’ll be serving and include the results here.

“Out of 147 fifth and sixth graders, 87% thought a skate park was a good idea and would help the community. In the seventh and eighth grades, out of 185 students, 83% would like and would use a skate park.”

(Spencer Middle School, VW)

Artwork

Use photos of an area that needs improvement.

Use sketches of what your finished project will look like.



Students from PS89 in the Bronx created a mural.



Students at Ripley HS, WV, planted a Memorial Garden.

Perfecting the Pitch

The **BIG** Idea

- What will I take away from my experience working on the Community Makeover Challenge?

AGENDA

Approx. 45 minutes

- I. Warm Up: Into the Chute (5 minutes)
- II. Final Frenzy (15 minutes)
- III. Last Look/Last Chance (10 minutes)
- IV. Ditch the Pitch (5 minutes)
- V. Wrap Up (10 minutes)

OBJECTIVES

During this lesson, the student(s) will:

- Collaborate to complete his/her committee's portion of the project pitch.
- Use the Judges' Rubric, and "The Roads to Success Makeover Challenge!" document (as needed) to hone his/her committee's portion of the pitch.
- Edit another group's portion of the pitch.
- Reflect upon the experience of participating in a community service project as an individual and team member.

MATERIALS

❑ PORTFOLIO PAGES:

- Portfolio page 20, Self Evaluation
- Portfolio page 21, Community Makeover Reflection
- Portfolio page 27, Grade 8 Skills Checklist (Community Makeover skills only)

❑ STUDENT HANDBOOK PAGES:

- Student Handbook page 40, The Roads to Success Makeover Challenge! (from lesson 1)
- Student Handbook page 41, Judges' Rubric for "The Roads to Success Makeover Challenge" (from lesson 2)
- Student Handbook pages 44–48, "Basketball for Lunch, Please!" Sample Pitch (from lesson 3)
- Student Handbook pages 51–52, Peer Evaluation, (two copies are provided; make additional copies if necessary)

❑ FACILITATOR PAGES:

- Facilitator Resource 1, Our Pledge Facilitator Resource
- Facilitator Resource 2, Thank-You Notes (optional)

- ❑ Your list from last week's lesson, **Drafting the Pitch, Activity V, Wrap Up**, which outlined "who-would-do-what-when" during the week to prepare for today's class.

- ❑ Committee notes with suggested revisions from **Drafting the Pitch, Part IV**.

- ❑ Any materials (binders, colored pens, construction paper, etc.) you promised to bring in for assembling the pitch.

- ❑ The class notes taken in Lesson 3, **Activity IV, Planning the Pitch**, one copy per group

OVERVIEW

Students spend this class preparing and perfecting their project pitch for “The Roads to Success Makeover Challenge.” They make final changes, sign their names, and hand in their contest submission. They also spend a few minutes reflecting on the experience. If they focus, work well together, and put their best effort forward, they will leave class with a feeling of community and accomplishment.

PREPARATION

- ☐ List the day’s **BIG IDEA** and activities on the board.
- ☐ Write on the board: “The Roads to Success Makeover Challenge!” Project Due Today!
- ☐ During the week, make sure students have access to you if they’re supposed to check in regarding assignments. If possible, post the assignment list, and keep it updated with check marks, so students can encourage fellow classmates who haven’t completed their tasks to do so.
- ☐ Gather together all the materials you promised to bring in to help the students finish their project. Also bring in basic materials the students might realize they need at the last minute, like colored pens, paper clips, construction paper, etc.
- ☐ You will need to copy the following documents so the students have access to them:
 - **Student Handbook page 40, The Roads to Success Makeover Challenge!** (one copy per group)
 - The class notes from **Planning the Pitch, Activity IV**
 - **Student Handbook pages 44–48, “Basketball for Lunch, Please!” Sample Pitch.**
 - **Facilitator Resource 2, Thank-You Notes** (if you’ve chosen to have your students thank those who helped them in their efforts)
 - **Student Handbook pages 51–52, Peer Evaluations** (each student will need one evaluation for each of their committee members)

IMPLEMENTATION OPTIONS

Feel free to adjust the amount of time spent on any activity in order to help the class finish their project on time, and to the best of their ability. Since reflection is a critical element of project-based learning, it's recommended that you complete **Activity V, Wrap Up**, during the class following the judging of the Community Makeover proposals. This will allow ample time for your students to complete the reflection documents, discuss them as a group, and celebrate their accomplishments as a class.

In **Activity III, Last Look/Last Chance**, if the language arts teacher has an editing rubric or checklist, use this instead of the Roads to Success suggested categories.

In **Activity IV, During the Pitch**, make the ceremony of handing you the pitch more, or less, dramatic, depending on what your class will prefer.

If time permits, have students present their portions of the project proposal to the class.

If the class has not finished, or there was something they thought of late and would like to add, offer them the chance to do so if it doesn't violate the project deadline.

There may be students who want to "take the project to the next level," and add creative or contextual touches that couldn't get done during class. If this is the case, and you are willing to supervise, allow them to do so before the "final" deadline (e.g., the end of the school week). Also, be aware that you will have to make the same offer to all classes, and that this will require extra time and effort on your part.

If there were members of the school or outside community that were of particular help to your students in executing their project, it would be a great idea to ask students to create thank-you notes for those individuals. You may want to consider having students thank the judges, the Roads to Success office, parents, shop owners, etc. (You can use **Facilitator Resource 2, Thank-You Notes** if desired. Duplicate the page and fold it into quarters with the Roads to Success logo on the front.)

You may wish to bind all the proposals in similar folders so that each will be judged on its merits, rather than cosmetic differences.

ACTIVITY STEPS

I. Warm Up: Into the Chute (5 minutes)

1. [Greet students and remind them that today is the day to finish their project pitch for “The Roads to Success Makeover Challenge!” Tell them they will spend most of the class working on the pitch, and then they will hand it in. But before they get started, it’s a good idea to check that everyone has what they need to get going.]
2. [Go over the list you made in class last week, and verify that everyone has brought in what they promised.]

II. Final Frenzy (15 minutes)

1. [When everyone has what they need, ask students to get into their committees and use last week’s notes to revise and complete their section of the project pitch. Distribute or point out materials you have placed in the room for their reference, and refer students to **Student Handbook page 41, Judges’ Rubric for “The Roads to Success Makeover Challenge.”** Encourage students to consult the rubric to keep their focus sharp for the section they’re producing.]
2. [While the students work, walk around the room, and check on the progress of each group. When necessary or advisable, make suggestions and offer advice. You should also keep an ear out for “differences of opinion,” and function as a negotiator if committee members argue. Remind students they have a deadline to keep. Let them resolve their own differences, unless you sense it will take too much time (or never happen), and the bickering will disrupt the whole class. Then step in and help them come to terms, so their issue doesn’t threaten the project.]
3. [Give students a five-minute warning when it is nearing time to stop. While they are scurrying to finish, write the following on the board: Spelling, Grammar, Typos, Facts, Logic.]

III. Last Look/Last Chance (10 minutes)

1. [Ask students to stay in their groups, and tell them they’ll spend the next 5 minutes editing each other’s sections of the pitch. Address their attention to the list on the board, and tell them to look for anything in these categories that needs to be fixed.]

Warn them NOT to make changes directly to any section, but rather appoint someone in the group to keep track of their findings and write them down on a separate piece of paper.]

2. [Instruct each committee to trade their portions of the pitch with the group closest to them. Tell students to look over the portion they now have with their most critical eye. Give the groups a few minutes to edit, then ask them to return the portion of the pitch, along with their editing notes, to its original committee.]
3. [Committees will now be responsible for correcting the errors. If a question arises (for example, about proper grammar or if something makes sense), tell students to raise their hands and you will help them resolve it.]
4. [While the committees are making their changes, pass around **Facilitator Resource 1, Our Pledge**. Tell every student to sign it and return it to you.]

IV. Ditch the Pitch (5 minutes)

1. [Tell the class it's time to put the pitch together. Supervise to make sure they arrange the sections in order, and include the "Advisor Agreement" and "Our Pledge." Double check to make sure everyone signed the pledge sheet before putting it in the presentation folder.]
2. [When the students have put the pitch in a presentation folder, or bound, stapled, or paper-clipped it together, ask them to ceremoniously present it to you, as their official submission to "The Roads to Success Makeover Challenge!" Accept it on behalf of the judges, and put it some place safe where other classes won't see it.]
3. [Congratulate the class on a job well done, and wish them good luck in the competition.]

V. Wrap Up (10 minutes)

1. [Tell the class that they are going to have a chance to think about all they accomplished during the Makeover Challenge as well as how they worked together as a team. First, they'll evaluate their own performance, and then rate how well their teammates did. Direct students to **Portfolio page 20, Self Evaluation**, and give them a few minutes to complete it.]

2. [Direct your students to **Student Handbook pages 51–52 Peer Evaluation**, and distribute additional copies if you'd like them to complete more than two.]

SAY SOMETHING LIKE: Each of you should have ____ [Insert #] **Peer Evaluation** sheets in front of you. You'll notice these are very similar to the **Self Evaluation** sheet. You are going to use these sheets to let your teammates know how they helped your committee. If someone worked really hard, this is the place to show your appreciation. If they didn't participate, or actually kept the group from getting things done, this is also the place to let them know. You will not sign these papers. Please remember to be as thoughtful and honest with your teammates as you want them to be with you.

You will have a few minutes to complete this work. Once everyone has finished their peer evaluations, I will walk around and collect them. Next week you will have a chance to read your teammates' comments.

3. [Once the students have had a chance to complete all of their peer evaluations, ask them to open to **Portfolio page 21, Community Makeover Reflection**. Tell students that they are to think about what it was like to work together on a project to benefit the community. Read through all of the questions as a class. Tell students that they will have five minutes to complete this portion of their portfolio.]
4. [Once they have finished their reflection page, ask volunteers to share some of their thoughts about the Community Makeover experience. Then give the class some positive feedback about what you've noticed during the last five weeks. Suggestions include: how well they worked together, how much community spirit they've displayed, how creative they were, how much promise they've showed in being future leaders in communities wherever they may go.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 27, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Community Makeover Skills.

Community Makeover

I can...

Identify needs in my community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

OUR PLEDGE

We, the Roads to Success Students from

(_____)
school

in (_____)
city, state

present “The Roads to Success Makeover Challenge!”
with this project pitch, entitled

(_____).

name of project

If we win the challenge, we promise to carry out the project as a community service, to the best of our abilities.

[illegible]



THANK YOU!

Peer Evaluation

Group member's name: _____

Directions: Circle the number below each sentence that best describes the group member's performance on the Makeover Challenge.

He/She completed his/her share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She put a lot of effort into the work we did on this project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She cooperated with the members of the group.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She listened respectfully to our group members without interrupting.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She asked for assistance when he/she needed it.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She offered help to our group members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She shared in the planning of the project with our classmates.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

Peer Evaluation

Group member's name: _____

Directions: Circle the number below each sentence that best describes the group member's performance on the Makeover Challenge.

He/She completed his/her share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She put a lot of effort into the work we did on this project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She cooperated with the members of the group.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She listened respectfully to our group members without interrupting.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She asked for assistance when he/she needed it.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She offered help to our group members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She shared in the planning of the project with our classmates.

1	2	3	4
Not really	Somewhat	Well	Extremely well

He/She showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

How did you
contribute to
your team?



Self Evaluation

Your name: _____

Directions: Circle the number below each sentence that best describes your performance on the Makeover Challenge.

I completed my share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

I put a lot of effort into the work I did on this project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

I cooperated with the people in my group.

1	2	3	4
Not really	Somewhat	Well	Extremely well

I listened respectfully to my group members without interrupting them.

1	2	3	4
Not really	Somewhat	Well	Extremely well

I asked for assistance when I needed it.

1	2	3	4
Not really	Somewhat	Well	Extremely well

I offered help and suggestions to my group members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Extremely well

I shared in the planning of the project with my classmates.

1	2	3	4
Not really	Somewhat	Well	Extremely well

I showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Extremely well

What did you learn
about serving your
community?



COMMUNITY MAKEOVER REFLECTION

Take a moment to reflect on your experience during the Community Makeover by answering the questions below.

1. The best thing about the Makeover Challenge was _____

2. The most difficult part of the Makeover Challenge was _____

3. One thing I learned about myself in the process of participating in the Makeover was _____

4. One thing I learned about my community by participating in the Makeover was _____

5. I am proud/not proud of my performance in the Makeover Challenge because _____

6. I think I will/will not seek out opportunities in the future to help within my community because _____

UNIT 6

EDUCATION AFTER HIGH SCHOOL

Lesson Descriptions

Education After High School 1: Post-secondary Options

Why is education after high school so important, and what are some of my options?

Education After High School 2: One- and Two-Year Programs

What can a one- or two-year school offer me, and how should I choose one?

Education After High School 3: Four-Year Programs

What can a four-year college offer me, and how should I choose one?

Education After High School 4: Research Skills

What can I learn by looking at a college website?

Education After High School 5: Research Results

What information about the college I've researched would convince another student to attend?

PLANNING PYRAMID

GRADE 8, Unit 6, Education After High School



Some Students Will:

- Identify a relevant reason why a school they've investigated is a good or bad fit.



Most Students Will:

- Identify the pros and cons of at least two of the following: apprenticeships, tech/trade schools, community colleges, and four-year colleges.
- List things to consider when determining whether a four-year college is a good match.
- Use RUPReadyND.com to create a list of possible majors.
- Use an official website to gather information about a post-secondary school.



All Students Will:

- Understand the importance of education after high school (four out of five new jobs require post-secondary training).
- Identify more than one post-secondary option.
- Recognize that school selection is a matchmaking process.

After Graduation

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more info, visit www.roadstosuccess.org.

Did you know?

More and more high school graduates are heading for college — more than two out of three in 2011.

But many students who start college have trouble finishing. That's why it's important to match your school to your skills, and know what to expect — both academically and financially — before you begin.

Tech school. Trade school. Two-year college. Four-year college. Or more.

There are lots of options to consider. And the possibilities (and costs) can sometimes seem overwhelming.

At Roads to Success, we believe that education and training are the keys to a bright future. But how can you get your teen to think about what happens after graduation at an age when she's focused on the here-and-now?

Here are some questions for your student to think about as he heads into high school:

What careers match your interests and skills, likes and dislikes? A student's career choices should reflect the person they are as well as the person they want to become.



What kind of training will you need? Nearly all careers require some kind of training after high school. Students should

make sure their high school courses are a good match for wherever they're headed afterward.

What do you need to do to prepare yourself now?

Grades count. You need a solid academic background — not just to get into college and tech schools, but to succeed there.

Do you need to change what you're doing? How?

Sometimes students don't recognize that they're missing the good grades and courses they need to succeed until it's too late. Plan now to avoid panic later.

Grade by Grade: What's After High School?

There is life after high school, and it's just four short years away. In the eighth grade, Roads to Success presents a series of lessons to help students consider the possibilities:

- The need for math and reading skills wherever you go.

- Good jobs with and without a four-year degree.
- Things to think about when choosing a major, including how it matches up with your interests.
- How to create a list of possible majors and

find out about your choices.

- You can investigate programs and majors by signing into RURReadyND.com.

Post-secondary Options

The **BIG** Idea

- Why is education after high school so important, and what are some of my options?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Career Cards (15 minutes)
- III. How Much Are You Willing to Invest? (15 minutes)
- IV. Wrap Up (10 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 53, Education After High School Glossary
- Student Handbook pages 54-55, Post-secondary Education Notes
- Student Handbook page 56, Post-secondary Options: Pros and Cons

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Career Cards, Eight cards for each post-secondary option.
 - Pages 1–2: Four-Year College (8 cards)
 - Pages 3–4: Apprenticeships (8 cards)
 - Pages 5–6: Community College (8 cards)
 - Pages 7–8: Technical/Trade School (8 cards)

- ☐ Chart paper or overhead projector to record notes during **Activity III**.

OBJECTIVES

During this lesson, the student(s) will:

- Understand the importance of education after high school.
- Identify more than one post-secondary option and match them with careers.
- Describe how post-secondary options differ in terms of time investment, cost, and career preparation.

OVERVIEW

Students think about the relative number of jobs that require post-secondary schooling, and as a class, discuss and list various post-secondary options. In groups, they are given four careers and asked to match each with a post-secondary option it requires. They learn about the relative cost, time investment, and rewards for different post-secondary options, and on a worksheet, list a pro and a con for two of these options.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 54-55, Post-secondary Education Notes**
 - **Student Handbook page 56, Post-secondary Options: Pros and Cons**
- ☐ To color code the **Facilitator Resource 2, Career Cards**, print pages 1–2 on blue paper, pages 3–4 on red paper, pages 5–6 on green paper, and pages 7–8 on yellow paper. (NOTE: Careers should be printed on one side of the paper only.)
- ☐ Cut out enough cards so that each group of four in the class receives a set of four different-colored cards — one for each post-secondary option.
- ☐ If computer access is a problem at your school, you'll want to print out pages from official college websites for use in college research in lesson 4. These pages should provide answers to the questions found in **Portfolio pages 24–25, College Info from the Web**. See **PREPARATION, Lesson 4**, for details.

VOCABULARY

Post-secondary education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Community College: A post-secondary school that offers career training, or preparation for a four-year college.

Technical/Trade School: A post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Apprenticeship: A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Financial Aid: Any type of assistance used to pay college costs.

Graduate School: Additional education after a four-year college.

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. How many jobs require more training/education after high school? Circle the choice you think is correct, and then explain why you chose that answer.
 - a. 1 out of 5
 - b. 2 out of 5
 - c. 3 out of 5
 - d. 4 out of 5
 - e. 5 out of 5

2. Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training available after high school.
3. In a few sentences, explain what you plan to do after you graduate from high school.

[Call on students to read their answers; then read the last two paragraphs of the **Warm Up**.]

In **Activity II, Career Cards**, you may choose to group students so that all within a group have the same color card. Have students work together to figure out what type of post-secondary education their careers require. One student from each group can then present their conclusion to the class.

Instead of writing individual answers in **Activity III, How Much Are You Willing to Invest?**, you may choose to have the students vote as a class to decide which post-secondary education requires the most/least time and money. You should then record their answers on the overhead or board.

If you think your students will struggle to complete **Activity II, Career Cards** before learning about each type of post-secondary education, you can switch the order of **Activity II** and **Activity III**.

In **Activity IV, Check Up Questions**, if you think individual students will struggle, have them complete **Student Handbook page 56, Post-secondary Options: Pros and Cons** in pairs. You can also make a class list of pros and cons on an overhead projector, board, or chart paper. Students can then write down their responses on their own handbook pages.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Here's a trivia question for you. How many jobs require more training after high school? I'll give you four choices. Raise your hand when you hear the one that's correct.

Does 1 out of 5 jobs require training beyond high school?

2 out of 5?

3 out of 5?

4 out of 5?

If you said four out of five, you're right. This means that if you want to have your best shot at a good job, 12th grade will not be the end of your schooling. Raise your hand if you have a good idea of where you'll be going to school after high school. [Students respond.]

If you don't have a clue, you're not alone. Most students don't finalize their plans until their junior or senior year. But knowing what your choices are, and how to get more information about them, will make planning easier and a lot more fun.

That's what we're going to work on for the next few weeks.

II. Career Cards (15 minutes)

1. **SAY SOMETHING LIKE:** Finishing high school is a big milestone. But once you're through, there are a lot of ways to continue your education to make sure that you'll have a rewarding career that pays well.

Four-year college is one way to do it. [Write **Four-Year College** on the blackboard.] Usually, when people say they want to go to college, a four-year college is what they have in mind. But there are other options, too. Can anyone name one?

[Write student answers on the board and prompt students for any of the following that they miss:

- Community college
- Technical/trade programs of less than two years
- Apprenticeships for skilled trades]

[Direct students' attention to **Student Handbook page 53, Education After High School Glossary**. This glossary should be referenced throughout the unit whenever vocabulary is reviewed or introduced. Review these three types of post-secondary education. See **Vocabulary**.]

2. [Once this list is on the board, distribute a set of four different-colored career cards to each team of four students (See **Preparation and Implementation Options**). Explain that each card requires a different kind of post-secondary education or training and that using the list on the board as their guide, teams have to figure out what kind of training is required for each job. Each student in the group should be responsible for one career card. Explain that this card does not represent their future career. They are just in charge of presenting this career to their group and the class.]

[Explain to students that although there may be more than one kind of training for some of the careers listed, the answer will represent a common option.]

[After about five minutes, ask each student with a red card to read the career listed. Then explain that all these careers share similar training. Have the students with the red cards vote on which of the four options they think is correct, then give them the answer. (Note that stars on the blue cards mean more schooling is required after college.) Follow this procedure for the three remaining colors. See **KEY** below.]

KEY

BLUE	Four-year college
RED	Apprenticeships for skilled trades
GREEN	Community college
YELLOW	Technical/trade programs of less than two years

III. How Much Are You Willing to Invest? (15 minutes)

1. **SAY SOMETHING LIKE:** Let's talk about the kind of investment you're going to have to make for each of the four options. The costs are all different and so is the amount of time they'll take to finish.

[Pass out one index card to each student. On the board, recreate the information below. Instruct students to write this information on their index cards.]

Which Post-secondary Option:

1. Costs most?
2. Costs least?
3. Takes the most time?
4. Takes the least time?

On your index cards you are going to write down the post-secondary option that you think costs the most money and the one you think costs the least. Then you will write down the option you think takes the most time to finish and the option you think takes the least time. You can check your answers afterward while I'm talking.

[Give students two minutes to write down their answers on their index card.]

2. [Display **Student Handbook pages 54-55, Post-secondary Education Notes** on the overhead projector as you instruct students to turn to these pages in their handbooks. Explain that all of the answers will be covered during the following mini-lecture. Instruct the students to fill in the blanks as you are speaking. Ask students to help you fill in the blanks after you discuss each section. Record the answers on the overhead projector. Make sure to clarify any misconceptions the students may have.]
3. **SAY SOMETHING LIKE:** Let's start with **apprenticeships**. There are a lot of these in the skilled trades like plumbing, carpentry, construction, and electrical work, but there are also apprenticeships in other professions like nursing, hotel management, and homeland security.

You might be surprised to find out that apprenticeships can take the most time of any post-secondary option. Some take as little as one year, but some can take three to five years to finish.

Apprenticeships are also the least expensive way to go. Actually, employers sometimes even pay YOU while you get on-the-job training and academic instruction to learn the skills you need.

Completing an apprenticeship is also likely to land you a good job in your chosen field. Many times you can even get a job where you've been an apprentice.

4. **SAY SOMETHING LIKE:** At **technical and trade schools**, you can get a license or certificate in different kinds of skilled careers. These include jobs like auto mechanic, computer technician, truck driver, medical assistant, and interior decorator.

Technical and trade programs take the least time to finish of all the post-high school options. Some can even be completed in as little as five months.

The cost of tech and trade schools can really vary. Some can cost as little as a few hundred dollars, but a few can cost up to \$10,000. Most are somewhere in between. The good news is that tech and trade schools often offer training in growing professions, so there are likely to be a lot of jobs available when you're through.

5. **SAY SOMETHING LIKE:** A degree from a **community college** is also likely to get you into the job market right away. The kind of in-demand jobs these schools prepare you for include bookkeeper, fashion designer, computer programmer, and paramedic.

Community college takes two years to complete, and it'll cost you about \$2,000 per year. Community colleges usually offer two different options. You can stop after a two-year degree or use a community college as a stepping-stone on the way to a four-year degree.

6. **SAY SOMETHING LIKE:** If you thought **four-year college** was the most expensive option, you were right. At the moment, the price tag for a four-year college runs between about \$4,000 to more than \$40,000 each year. State schools like [a state college or university in your area] have the lowest listed cost and private colleges and universities like [a private college or university in your area] have the highest listed cost. However, the lowest tuition doesn't mean the cheapest to attend. Many private schools have money to give to hardworking students who can't afford school otherwise.

Just remember not to get too scared off by these higher costs; there's often financial aid available for students who need it. Financial aid is any type of assistance that's used to pay college costs. There is an affordable option for everyone.

Except for some five-year apprenticeships, four-year college generally takes the longest of all the options, which is four years, of course.

So with all these other options, why would someone spend all that time and money on four years of college? [Allow students to respond.] People who make the most money generally have four-year degrees. And going to a four-year college also gives you the option to go to graduate school where you can become a doctor, lawyer, or other professional. These are the careers that usually pay the most. Four-year college also gives you broader knowledge than you get from the other kinds of training. This general knowledge can make it easier to switch careers.

[Have students identify which options require the least/most amount of time and money. Answer any questions the students may still have about each type of post-secondary option.]

IV. Wrap Up: Check up Questions (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you know a little more about four different schooling options, take a look at **Student Handbook page 56, Post-secondary Choices: Pros and Cons.**

For this handbook page you will need to write one pro (positive outcome) and one con (negative outcome) for each of three options listed. Before you start working on your own, let's review the examples together.

[Have a volunteer read the pro and con for apprenticeships. Make sure students understand the differences between a pro and a con. Then see if any students can come up with another pro or con for apprenticeships. Once you feel students can complete this task on their own, give them a few minutes to complete the chart. Then ask for a few volunteers to share their answers.]

DO NOW

Education After High School 1: Post-secondary Options

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

1. How many jobs require more training/education after high school? Circle the choice you think is correct, and then explain why you chose that answer.

- a. 1 out of 5
- b. 2 out of 5
- c. 3 out of 5
- d. 4 out of 5
- e. 5 out of 5

2. Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training you can attend after high school.

3. In a few sentences, explain what you plan to do after you graduate from high school.

CAREER CARDS (Four-Year College; print on blue paper)

Doctor



Lawyer



**Social
Worker**

**Marine
Biologist**

CAREER CARDS (Four-Year College; print on blue paper)

Accountant

Architect

**Computer
Programmer**

Teacher

CAREER CARDS (Apprenticeships; print on red paper)

Electrician

Welder

Caterer

Bricklayer

CAREER CARDS (Apprenticeships; print on red paper)

Roofer

Carpenter

Machinist

Plumber

CAREER CARDS (Community College; print on green paper)

**Police
Officer**

Chef

**Massage
Therapist**

**Medical Lab
Technician**

CAREER CARDS (Community College; print on green paper)

Nurse

**Childcare
Provider**

**Web
Designer**

**Interior
Designer**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

Hair Stylist

**Auto
Mechanic**

**Computer
Technician**

**Hotel
Clerk**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

**Surgical
Assistant**

Truck Driver

**Administrative
Assistant**

**Pharmacy
Assistant**

Education After High School Glossary

Accreditation: Official approval of a program after a school has met specific requirements.

Admissions: The department at a college or university that oversees the application and acceptance process.

Apprenticeship: A position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

Campus Life/Residence: The department at a college or university that oversees campus housing, dining, and on-campus clubs and activities.

Community College: A post-secondary school that offers career training, or preparation for a four-year college. (Also called a two-year college.)

Enrollment: The number of students who are currently attending a particular college or university.

Financial Aid: Scholarships, grants, loans, and other assistance programs that help pay for tuition and other post-secondary school expenses.

Graduate School: Additional education after a four-year college.

Licensed: Legally permitted to operate.

Post-secondary Education: Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher, but so is the aid that is offered.

Prospective Students: Potential or future students at a college or university.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Specialized College: A public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Technical/Trade School: A post-secondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: Fees paid for instruction, especially for post-secondary education.

Undergraduate: A student in a university or college who has not received his or her bachelor's degree.

Post-secondary Education Notes

Apprenticeships

There are a lot of apprenticeships in skilled trades like plumbing or carpentry. But there are also apprenticeships in other professions like _____ (one example).

Some apprenticeships take as little as _____ year, but some can take _____ to _____ years to finish.

Apprenticeships are the _____ expensive way to go.

Technical and Trade Schools

You can get a _____ or certificate in different kinds of skilled careers like _____ (one example).

Technical and trade programs of less than two years take the _____ time to finish of all the post-secondary options.

Some can even be completed in as little as _____ months.

The cost of these schools can _____.

Community College

Community college prepares you for jobs like _____ (one example).

Community college takes _____ years to complete.

It will cost you about _____ per year.

Four-Year College

Four-year college is the most _____ option. It costs between \$4,000 a year and _____ a year.

Public schools are cheaper than _____ schools.

Four-year college generally takes the _____ time of all of the options.

Going to a four-year college gives you the option to go to _____ school, where you can become a doctor, lawyer, or other professional.

Post-secondary Options: Pros & Cons

Directions: List one Pro and one Con for each type of post-secondary option listed below.

OPTION	PRO	CON
Apprenticeships in the Skilled Trades	You can get paid to learn.	You are trained to do a very specific job so you will need more schooling if you want to switch careers.
Trade/Technical School (less than two years)		
Community College		
Four-Year College		

EDUCATION AFTER HIGH SCHOOL **2**

One- and Two-Year Programs

The **BIG** Idea

- What can a one- or two-year school offer me, and how should I choose one?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Keeping Your Options Open! (10 minutes)
- III. How to Judge (10 minutes)
- IV. A Look at Two Schools (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 57, Careers with a Degree of Two Years or Less
- Student Handbook page 58, Pros and Cons of One- and Two-Year Schools
- Student Handbook page 59, Keeping Your Options Open!
- Student Handbook page 60, Examining One- and Two-Year Schools

☐ FACILITATOR PAGES:

- Facilitator Resource 1, Class List: Careers with a Degree of Two Years or Less
- Facilitator Resource 2, Jobs for People without a Four-Year Degree, one copy per student
- Facilitator Resource 3, Discussion Points of One- and Two-Year Schools

- ☐ Copies of the web pages listed in **Preparation** (one set for every two students)

OBJECTIVES

During this lesson, the student(s) will:

- Learn ways to evaluate one- and two-year programs.
- Learn that there are high school requirements for one- and two-year programs that determine admission and success.
- Discuss the pros and cons of attending one- and two-year programs.

OVERVIEW

Students list careers you can get with one- and two-year degrees and discuss the factors to consider when choosing tech schools and other one- and two-year programs. In pairs they review website information from two of these schools, then find out their admission requirements. They finish the lesson by discussing reasons to go and not to go to one- and two-year programs.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 58, Pros and Cons for One- and Two-Year Schools**
 - **Student Handbook page 59, Keeping Your Options Open!**
 - **Student Handbook page 60, Examining One- and Two-Year Schools**
 - **Facilitator Resource 2, Jobs for People Without a Four-Year Degree**
 - **Facilitator Resource 3, Discussion Points of One- and Two-Year Schools**
- ☐ Select two schools from the list below, or substitute two similar schools from your region. (See **Implementation Options.**) Visit their websites and create packets that address the information listed on **Student Handbook page 60, Examining One- and Two-Year Schools.** (Make a class set for each school.)
 - Candeska Cikana Community College
<http://www.littlehoop.edu/content/>
 - Rasmussen College – Fargo
<http://www.rasmussen.edu/locations/north-dakota/fargo/>
 - Williston State College
<http://www.willistonstate.edu/>
 - Fort Berthold Community College
<http://www.fortbertholdcc.edu/>

VOCABULARY

Post-secondary Education: Schooling after high school that includes programs at technical and trade schools, community colleges, and four-year colleges.

Licensed: Legally permitted to operate.

Accreditation: Official approval of a program after a school has met specific requirements.

Financial Aid: Any type of assistance used to pay college costs.

IMPLEMENTATION OPTIONS

If you typically meet with students in the computer lab, rather than printing out the web pages for **Activity III, A Look at Two Schools**, you may prefer to have students access them online.

Instead of using the schools provided, you might want to investigate other tech schools and use information from two you find worthy. Through RUReadyND.com, students can access explore schools by browsing or by using the School Finder tool.

Directions:

1. Have students sign into RUReadyND.com.
2. Select College Planning.
3. Click on the College Planning tab at the top, then Explore Schools.

Students can search for schools by region and by type of program offered.

ACTIVITY STEPS

I. Warm Up: (10 minutes)

1. [Begin the class by referring students to **Student Handbook page 57, Careers with a Degree of Two Years or Less**. Have them complete the worksheet. Once the students have completed it, display **Facilitator Resource 1, Class List of Careers with a Degree of Two Years or Less**. Call on a few student volunteers to read their lists aloud. As they read them, record each career under its proper category.

Give each student a copy of **Facilitator Resource 2, Jobs for People without a Four-Year Degree**. Instruct the students to circle any careers that surprised them. Then allow a few students to share one career they were surprised to find on the list.]

2. **SAY SOMETHING LIKE:** Many people don't figure out their plan for their education after high school until their junior or senior year. But it can really pay off to investigate your options right now. There are two great reasons to start early:
 - You won't feel panicky and pressured as graduation approaches.
 - It can help you make sure your high school work prepares you for the option you choose.

II. Keeping Your Options Open! (10 minutes)

1. **SAY SOMETHING LIKE:** Throughout this unit we will be focusing on different types of post-secondary options. You may already have an idea of what you want to do after high school, but I want all of you to have information about every option. To accomplish this, I'll need your patience and attention during the classes that focus on something other than your main goal, for your own future reference as well as out of respect for those who need the information immediately.

Last class you learned about the four different post-high school options. Does anyone remember all four? [Allow students to respond.] Next week, we'll talk about four-year colleges. Today we are going to examine the advantages of going to a one- or two-year school. This includes tech and trade school as well as community college.

[Instruct students to turn to **Student Handbook page 58, Pros and Cons for One- and Two-Year Schools**. As a class, discuss the benefits and factors to consider for tech/trade schools and community colleges. (See **Facilitator Resource 3, Discussion Points for One- and Two-Year Schools**.)]

2. **SAY SOMETHING LIKE:** For many careers, there is no one perfect educational pathway. Often there's more than one way to reach a career goal. You may already be planning on attending a four-year college after you graduate from high school. But there's more than one way to get there. Some students get a two-year degree at a community college, and then move on to a four-year school. It's a way of getting used to college a little at a time, and can save you money, too! The key is to keep your options open.

[Display **Student Handbook page 59, Keeping Your Options Open!** using an overhead or chart paper. Discuss the multiple education pathways for each of the following careers: medical lab technician, restaurant manager, and nurse. Explain that your job opportunities and salary will increase as you attain more education.]

3. People sometimes mistakenly believe that community college is an easy option to build your skills. While it's true that many community colleges have open enrollment, that is, they admit all students with a high school diploma, there may be bad news for people who haven't studied in high school. If you're not academically prepared, you're more likely to need remedial courses. These courses will not count toward your degree and will end up costing you more money! Many community and technical colleges require an entrance exam to show you've mastered the basic skills needed to succeed.

III. How to Judge (10 minutes)

1. **SAY SOMETHING LIKE:** What are some of the ways you could check out a one- or two-year program? (*Look at websites and/or school brochures, talk to school reps, school counselors, people in the field, and alumni*)

[List student responses on the board.]

What are some of the questions you could ask to make sure you won't be wasting time and money? (*What will you learn? How long is the program? What are the costs? Is financial aid available? Will they help you get a job after graduation?*)

[List student responses on the board.]

2. **SAY SOMETHING LIKE:** There's a lot you can do to make sure a technical school or other one- or two-year program will help you in your career. In a few minutes you and a partner are going to research two tech schools, using the questions listed on **Student Handbook page 60, Examining One- and Two-Year Programs**. Let's take a look.

3. [As a class, go over **Student Handbook page 60, Examining One- and Two-Year Programs**. Discuss the meaning of any vocabulary that might be new to students like licensed, accreditation, and financial aid. (See **Vocabulary**.)]

IV. A Look at Two Schools (15 minutes)

1. [Pair off students.]
2. **SAY SOMETHING LIKE:** Now let's look at some real schools to see if they've got the right stuff. Both offer lots of programs, but we're going to focus on one for _____ (insert name of one program offered at the first school you selected) and one for _____ (insert name of one program offered at the second school you selected). (See **Preparation**.)
3. [Give each pair of students a set of web pages from the two schools you selected in the **Preparation** section. Explain that each pair is responsible for answering the questions listed on **Student Handbook page 60, Examining One- and Two-Year Programs** for both tech schools.]

SAY SOMETHING LIKE: Information on technical and trade schools can be harder to find than information about four-year colleges. But it's worth the effort it takes to investigate. If you can't find the answer to one of the questions, don't worry—just skip it and move on to the next question.

[Give the students 10 minutes to complete their work. Then bring the students back for a whole class discussion.]

SAY SOMETHING LIKE: So what do you think? Would these schools be worth your time and money? Why?

SAY SOMETHING LIKE: If you wanted to find out more information about these schools what could you do?

- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.
- Talk to people in the career you're interested in.

Here are some general requirements for admission to one- and two-year schools.

- You'll need a high school diploma.
- You may have to pass their math, reading, and English comprehension tests (so it's important that you stay on level with high school courses).
- Some schools may require an in-person interview with an admissions counselor who will be looking to make sure you're a motivated student and a good fit for the program.
- It's beneficial to have some kind of background experience in the field (e.g., for automotive tech, a shop class and for computer tech, a computer class).

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** What are some of the reasons someone would choose to go to one- and two-year schools? (*Costs less money than four-year college, get training in careers that are in high demand, enter job market sooner*) What would you miss by not going to a four-year program? (*campus experience, more varied and fuller education, path to a professional degree, preparation for a wider range of careers*)
2. **SAY SOMETHING LIKE:** True or false: If I'm not going to a four-year college, I don't have to worry about my academic skills.
3. [Reiterate that whatever kind of one- and two-year programs students are interested in, there are high school courses to take that will help them get in and succeed. Also remind the class that because they may have an interest in four-year schools later on, they should make sure to take coursework that doesn't close the door on that option.]
4. **SAY SOMETHING LIKE:** Next week we're going to learn more about four-year colleges. As a class we'll discuss what to look at when selecting a college to attend, and then you'll use RUReadyND.com to find college majors that match your current interests.

EXTENSION ACTIVITY

Encourage any students interested in finding out more about a trade to talk to people who are in the field. What do they think students in high school can do to prepare for studying the trade? Where do they think is the best place to get training?

CLASS LIST: Careers with a Degree of Two Years or Less

Health Care	Government, Legal, and Public Safety	Travel/Hospitality
Computer/Internet	Building and Construction	Business, Sales, and Financial Jobs
Science, Math, Engineering, and Technology	Sports/Entertainment/Media	Transportation/Office

Jobs for People without a Four-Year Degree

Building and Construction

- ☐ Brickmasons, blockmasons, and stonemasons
- ☐ Carpenters
- ☐ Construction and building inspectors
- ☐ Drywall installers and tapers
- ☐ Hazardous materials removal workers
- ☐ Painters and paperhangers
- ☐ Plumbers
- ☐ Sheet metal workers
- ☐ Iron and metal workers

Business, Sales, and Financial Jobs

- ☐ Advertising sales agents
- ☐ Insurance adjusters
- ☐ Real estate brokers and sales agents
- ☐ Retail salespersons
- ☐ Sales representatives
- ☐ Travel agents

Computer/Internet

- ☐ Computer and office machine technicians
- ☐ Computer programmers

- ☐ Computer software engineers
- ☐ Web developers
- ☐ Webmasters

Government, Legal, and Public Safety

- ☐ Court reporters
- ☐ Correctional officers
- ☐ Firefighters
- ☐ Paralegals and legal assistants
- ☐ Private detectives

Health Care

- ☐ Lab technicians
- ☐ Dental assistants
- ☐ Dental hygienists
- ☐ Emergency medical technicians/paramedics
- ☐ Licensed practical nurses
- ☐ Massage therapists
- ☐ Medical assistants
- ☐ Medical secretaries
- ☐ Nursing, psychiatric, and home health aides
- ☐ Pharmacy technicians
- ☐ Physical therapy assistants and aides
- ☐ Occupational therapists, assistants and aides

- ☐ Registered nurses
- ☐ Veterinary technicians

Science, Math, Engineering, and Technology

- ☐ Drafters
- ☐ Engineering technicians
- ☐ Electronics installers and repairers
- ☐ Electricians
- ☐ Laser technicians
- ☐ Science technicians

Sports/Entertainment/Media

- ☐ Actors
- ☐ Athletes, coaches, and umpires
- ☐ Broadcasters, sound engineering technicians, and radio operators
- ☐ Desktop publishers
- ☐ Musicians, singers
- ☐ Photographers
- ☐ Public relations specialists
- ☐ Recreation and fitness workers
- ☐ Television and film camera operators and editors

Travel/Hospitality

- ☐ Air traffic controllers
- ☐ Aircraft and avionics
equipment mechanics
- ☐ Airline pilots and flight
engineers
- ☐ Chefs and cooks
- ☐ Flight attendants
- ☐ Food and beverage
service workers
- ☐ Hotel managers and
assistants
- ☐ Restaurant and food
service managers
- ☐ Tour operators and
guides

Transportation/Office

- ☐ Automotive service
technicians and
mechanics
- ☐ Truck drivers
- ☐ Executive secretaries
and administrative
assistants
- ☐ Financial clerks

From America's Top 100 Jobs for People Without a Four Year Degree, Ron & Caryl Krannich, PhDs,
Impact Publications

Discussion Points of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.

Extended Discussion:

A school may promise to have qualified instructors, small class sizes and excellent job placement on their website, but in reality it may have out-of-date machines, huge class sizes, and instructors who are not qualified to teach the classes. Before you apply to a tech or trade school make sure that the school is recognized by a reputable state organization.

- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can get a two-year degree from a community college, or use community college as a stepping-stone on the way to a four-year degree.

Extended Discussion:

Many community colleges provide students with courses that can count towards a four-year degree. This means that students can go to a community college for two years and graduate with an associate's degree. They can then transfer to a four-year college. After two years of additional study at a four-year college, students would then graduate with a bachelor's degree.

- May offer evening or weekend classes (allows students to work while going to school part-time).
- Frequently offer specialized job training.

Extended Discussion:

Many community colleges offer apprenticeship opportunities and on-the-job training. [Students at community colleges can take courses to fulfill requirements at a four-year college, but community colleges also provide specific career training similar to what's found at a tech and trade school.]

- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.

Extended Discussion:

If a student plans to transfer to a four-year school, she should make sure her community college credits will “count” at the four-year school she’s planning to attend. If not, the student will need to take additional courses toward her bachelor’s (four-year) degree, which will cost more time and money.

- Many students at community colleges do not live on campus, but commute to school instead. This means that students who attend a community college may not experience “college life” outside the classroom. Living in a dorm is a great way to meet and bond with other students, and to make friends that share similar goals and aspirations.

Adapted from www.fastweb.com, “Types of Schools,” by Kay Peterson, PhD.

Careers with a Degree of Two Years or Less

1. List careers you can get with a degree of two years or less.

2. List two reasons why a person would want a one- or two-year degree.

a.

b.

Pros and Cons of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.
- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can graduate with a two-year degree, or use community college as a stepping-stone on the way to a four-year degree.
- May offer evening or weekend classes (allows students to work while going to school part-time).
- Frequently offer specialized job training
- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.
- Many students at community colleges do not live on campus, but commute to school instead.

Adapted from www.fastweb.com, "Types of Schools," by Kay Peterson, PhD.

KEEPING YOUR OPTIONS OPEN!

Medical Lab Tech

PATHWAY 1

Certificate from a
Technical School

PATHWAY 2

Bachelor's Degree in Medical
Technology from a **Four-Year
College**



Associate's Degree from a
Community College

Restaurant Manager

PATHWAY 1

Certification
in Restaurant
Management from a
Technical Institute

PATHWAY 2

Bachelor's Degree in Hospitality
Management from a **Four-Year
College**



Associate's Degree in Business
Administration from a **Community
College**

Nurse

PATHWAY 1

Certificate in
Nursing from a
Technical School

PATHWAY 2

Master's Degree as a Nurse Practitioner
(One to two years of **Graduate School**)



Bachelor's Degree in Medical
Technology from a **Four-Year College**



Associate's Degree from
a **Community College**

Examining One- and Two-Year Programs

Directions: Answer the following questions using web pages you were given. If you cannot find an answer to a question below, feel free to leave that question blank. We will review these answers as a class.

Research Questions:

1. Describe the career program you're most interested in.

2. What degree, certificate, or license will you have when you finish?

3. List three courses (or topics) you'll study.

1) _____ 2) _____ 3) _____

4. How long will it take to complete the program?

5. How much will it cost? Does the school offer financial aid?

6. What kinds of jobs can you get when you're done?

7. Do they list any contact information? If so, record it below.

EDUCATION AFTER HIGH SCHOOL **3**

Four-Year Programs

The **BIG** Idea

- What can a four-year college offer me, how should I choose one, and what should I major in?

AGENDA

Approx. 45 minutes

- I. Warm Up: My Choices (10 minutes)
- II. Some Options (5 minutes)
- III. Majors for Me: RUReadyND.com (25 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio page 22, RUReadyND.com and School Finder Results
- Portfolio page 23, Your Search Criteria

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 61, My Choices

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, School Finder Print Version

OBJECTIVES

During this lesson, the student(s) will:

- Learn about various types of four-year colleges.
- Develop a list of preferences that might guide their post-secondary choices
- Use these preferences to create a list of post-secondary options.

OVERVIEW

Students fill out a questionnaire about their four-year college interests and discuss their answers with a partner. As a class, they brainstorm the factors to consider when choosing a college to attend. They talk about different types of four-year college options, then visit RUPrepareND.com to find colleges that match their current interests.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio page 22, RUPrepareND.com's School Finder Results**
 - **Portfolio page 23, Your Search Criteria**
- ☐ Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.

VOCABULARY

Tuition: Fees paid for instruction, especially for post-secondary education.

Undergraduate: A student in a university or college who has not received his/her bachelor's degree.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher, but so is the aid that is offered.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Specialized College: A public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health

science, and religion.

Financial Aid: Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

Major: Area of focus or study at a college or university.

IMPLEMENTATION OPTIONS

In **Activity III, Colleges for Me: RUPrepareND.com**, after discussing the questions/topics highlighted in the lesson, you may choose to allow your students to complete their **School Finder** independently. Once students have finished their survey, have them record their results on **Portfolio page 22, RUPrepareND.com's School Finder Results** and **Portfolio page 23, Your Search Criteria**. Then continue with the **Wrap Up** as written.

ACTIVITY STEPS

I. Warm Up: My Choices (10 minutes)

1. **SAY SOMETHING LIKE:** True or false: All four-year colleges are pretty much the same, so it doesn't really matter which one you choose. [Students respond.]

There are all kinds of four-year colleges to choose from and every one is different. Today we'll find out about some of those differences and what your own personal preferences might be.

2. [Have students turn to **Student Handbook page 61, My Choices**. Ask them to fill out the questionnaire. For the first question, which includes the choices "students very similar to me" and "different types of students," you may want to describe ways in which students could be similar (e.g., gender, race, socioeconomic group, personal interests and style).]
3. [After students have had a few minutes to fill out the worksheet, call time. Pair off students and have partners discuss their answers. Make sure they give reasons for each answer, touching on questions like: What personal experiences influenced your response? Did you have a specific college in mind? Was the question easy or hard to answer and why?]

II. Some Options (5 minutes)

1. **SAY SOMETHING LIKE:** **Post-secondary education** has a vocabulary all its own, so here are a few terms you should know.

Every state has its own university system, sometimes with a few colleges and universities. The state gives these schools a lot of funding, so if you live there or one of your parents does, the costs are fairly low. These are known as **public schools**.

You can also go to a state university outside your home state, but you'll have to pay higher prices that are more like the costs for a private school.

Private schools receive much less government support, so they have much higher **tuition**. But you shouldn't rule them out just because of the price tag. These schools often offer scholarships and different kinds of **financial aid**, which can help you pay the bills.

There are also **specialized colleges**, which can be public or private. A specialized college is a school that prepares you for a career in a specific field. Can anyone name one? (*Agriculture, art, music, teaching, engineering, business, health science, and religion.*)

So if you know what you want to do with your life, a specialized college might be the way to go.

III. Colleges for Me: RUReadyND.com (25 minutes)

1. **SAY SOMETHING LIKE:** RUReadyND.com is a great place to find colleges and universities that match your interests. Using the **School Finder** feature, you can answer a few questions on the site, and it'll give you a list of schools with the things you're looking for. So let's log on. [Note that students don't need to rule out a school they're interested in just because it doesn't appear on their list.]
2. [Have students sign into RUReadyND.com by going to RUReadyND.com and entering their account name and password in the spaces provided.]

[Ask them to click on the **College Planning** tab at the top of the page and then on the **Explore Schools** section. Under the section of the page titled "School Exploration Tools" they should then click on the **School Finder** button. Next, they should click on **School Type**, which is listed under Key Facts on the left side of the screen. Students should check off Bachelor's degree programs and Associate's degree programs before proceeding to the next section.]

Students can now select additional characteristics from the list of choices along the left side of the screen. As a class, walk the students through the list of characteristics one-by-one to be sure that they know what each characteristic means.

3. [Give students about 10 minutes to review and complete the questions. Once they have a list of schools, ask them to print them out by clicking **Print This** near the top right corner of the page or record them on **Portfolio page 28, RUReadyND.com School Finder Results**. Instruct the students to then look at their list of search criteria at the top of the page. These will appear on the printout of their list of schools.

If students did not print the list of schools, they should record their search criteria on **Portfolio page 29, Your Search Criteria**. Note that the type of school will be two-year

or four-year.]

4. [Tell students that they can save this particular search from the page that includes their list of schools. They should scroll down the page until they see “Save Your Current Search As” at the bottom of the blue bar on the left-hand side of the page. They should type in a title for their search in the text box and then click on the **Save Your Current Search As** button.]

IV. Wrap Up (5 minutes)

1. [Review the benefits of attending a four-year college as discussed in the lesson. Then review the importance of choosing a major that matches your interests.]
2. **SAY SOMETHING LIKE:** If you want to find out more about the majors on your list, what could you do? (Visit school websites, follow the links found in the article, talk to your school counselor about the major, talk to adults who may have majored in the area you’re interested in.)
3. [Remind students that their interests are likely to change and evolve in the next few years, so it’s important to stay open to different possibilities.]

EXTENSION ACTIVITY

Encourage students to talk to a variety of adults they know about the four-year schools they attended. Explain that finding out what people liked and disliked about their college experience is a great way to continue to learn about the options available.

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Name: _____

Period: _____

School Finder

Directions: Circle your responses to the questions below. Answer each question thoughtfully. I will enter your answers on RUPrepareND.com and you will get the results next week in class.

LOCATION

1. Where would you like to go for college?

(You can either underline the names of the states where you would like to attend school or CIRCLE the name of a region that interests you. **DEFINITION** of Region: an area of the country made up of several states.)

- a. **West** [Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, Wyoming]
- b. **Midwest** [Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin]
- c. **Northeast** [Vermont, Pennsylvania, New Hampshire, New Jersey, New York, Maine, Rhode Island, Massachusetts, Connecticut]
- d. **Southeast** [Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, Colorado]
- e. **American Protectorates** [Guam, Puerto Rico, Virgin Islands]

SCHOOL TYPE

2. What type of college would you prefer?

- a. 2-year
- b. 4-year
- c. Does not matter

PUBLIC OR PRIVATE

3. Would you prefer to go to a public or private college?

- a. Public
- b. Private
- c. No preference

SCHOOL SETTING

4. What type of environment would you like to live in?

- a. Major City (major cities and towns)

- b. Small/Medium City
- c. Large Town
- d. Small Town
- e. Rural Community (an area far away from a city or large town)

SCHOOL SIZE

5. What size school would you like to attend?

- a. Extra Small (Under 25,000 students)
- b. Small (2,500 - 5,000)
- c. Medium (5,000 - 10,000)
- d. Large (10,000 -15,000)
- e. Extra Large (15,000-20,000)
- f. Super-sized (Over 20,000 students)
- e. Does not matter

ENTRANCE DIFFICULTY

6. What level of selectivity are you looking for? (Selectivity covers the class rank, GPA, SAT scores and ACT scores of the incoming freshmen as well as the percentage of applicants who were accepted)

- a. Least Selective: virtually all applicants are accepted regardless of high school rank or test scores.
- b. Less Selective: most freshmen were not in the top 50% of their high school class. Up to 95% of applicants accepted.
- c. Selective: more than 75% of freshmen were in the top 50% of their high school class. 85% or fewer applicants accepted.
- d. More Selective: more than 50% of all freshmen were in the top 10% of their high school class. 60% or fewer applicants accepted.
- e. Most Selective: more than 75% of freshmen were in the top 10% of their high school class. Less than 30% of applicants accepted.
- f. Does not matter

TUITION

7. How much are you planning to spend in tuition? Just choose tuition for now, don't include room and board. Circle your answer.

- a. Less than \$2,500 per year
- b. \$2,500 - \$5,000 per year
- c. \$5,000 - \$7,500 per year
- d. \$7,500 - \$10,000 per year

SOURCE: RUPrepareND.com

- e. \$10,000-\$15,000 per year
- f. \$15,000-\$20,000 per year
- g. Over \$20,000

RESIDENCY

8. What is your state of residence? _____

PROGRAMS/MAJORS OFFERED

9. In the space below, write down the major you think you might be interested in studying at college. (Ex: biology, English, photography, accounting, carpentry, etc.)

If you are unsure, write Undecided.

SPECIAL ACADEMIC PROGRAM OPTIONS

10. Which of the following special program options are important to you? (Circle all that interest you. If you are unfamiliar with all of the programs listed, skip this question.

NOTE: Additional options are on the next page.)

- | | |
|-----------------------------|--|
| a. Study Abroad | l. Distance Learning |
| b. Self Designed Majors | m. External Degree Program |
| c. Double Majors | n. Washington Semester (American University) |
| d. Dual Degrees | o. UN Semester |
| e. Independent Study | p. Sea Semester |
| f. Accelerated Study | q. American Studies Program |
| g. Honors Program | r. Air Force ROTC |
| h. Phi Beta Kappa | s. Navy ROTC |
| i. Pass/Fail Grading Option | t. Army ROTC |
| j. Internships | u. Does not matter |
| k. Week-end College | |

GENDER BALANCE

11. Would you prefer a student population that is...

- | | |
|---------------------------------------|--------------------|
| a. Coeducational (both men and women) | c. Men's College |
| b. Woman's College | d. Primarily Women |
| | e. Primarily Men |

INTERCOLLEGIATE SPORTS

12. Circle the sport(s) that you currently play and would like to play in college.

Alpine Skiing	Men's	Women's
Archery	Men's	Women's
Badminton	Men's	Women's
Baseball	Men's	Women's
Basketball	Men's	Women's
Bowling	Men's	Women's
Boxing	Men's	Women's
Canoe and Kayak	Men's	Women's
Cheerleading	Men's	Women's
Crew	Men's	Women's
Cricket	Men's	Women's
Cross-Country Running	Men's	Women's
Curling	Men's	Women's
Cycling	Men's	Women's
Diving	Men's	Women's
Equestrian Sports	Men's	Women's
Fencing	Men's	Women's
Field Hockey	Men's	Women's
Figure Skating	Men's	Women's
Football	Men's	Women's
Golf	Men's	Women's
Gymnastics	Men's	Women's
Handball	Men's	Women's
Ice Hockey	Men's	Women's
Lacrosse	Men's	Women's
Lightweight Football	Men's	Women's
Martial Arts	Men's	Women's
Nordic Skiing	Men's	Women's
Polo	Men's	Women's
Racquetball	Men's	Women's
Riflery	Men's	Women's
Rodeo	Men's	Women's
Rugby	Men's	Women's
Sailing	Men's	Women's

Soccer	Men's	Women's
Softball	Men's	Women's
Squash	Men's	Women's
Swimming	Men's	Women's
Tennis	Men's	Women's
Track and Field	Men's	Women's
Ultimate Frisbee	Men's	Women's
Volleyball	Men's	Women's
Water Polo	Men's	Women's
Water Skiing	Men's	Women's
Weight Lifting	Men's	Women's
Wheelchair Basketball	Men's	Women's
Wrestling	Men's	Women's

EXTRACURRICULAR ACTIVITIES

13. Which of the following do you want to be available on campus?

(Circle all that interest you.)

- | | |
|-----------------------------------|--|
| a. Student Government | h. Yearbook |
| b. Literary Magazine | i. Television Station |
| c. Radio Station | j. Social Fraternities |
| d. Honor Societies | k. Campus Based Religious Organization |
| e. Social Sororities | l. International Student Organizations |
| f. Minority Student Organizations | m. Does not matter |
| g. Student Newspaper | |

STUDENT HOUSING

14. If you want to live on campus, what kind of housing are you interested in?

- | | |
|--|---|
| a. Coed dorms available(men and women) | f. Single-student apartments |
| b. Women's dorms available | g. Married-student apartments |
| c. Men's dorms available | h. Special Housing for Disabled Students |
| d. Sorority housing available | i. Special Housing for International Students |
| e. Fraternity housing available | j. Cooperative Housing Available |

My Choices

For each sentence, circle the choice that best describes your college preferences.

1. I would like to attend a college with:

students very similar to me

different types of students

2. I would like to go to college where I can:

live close to home

see new places

3. I would like to go to college in a:

small town

big city

4. In my studies, I'd like to:

specialize in one thing

learn about a variety of things

5. A school where you get a lot of personal attention in smaller classes is:

very important to me

not very important to me

6. A school known for its sports teams is:

very important to me

not at all important to me

What kind of colleges interest you? Use RUReadyND.com to begin your search.



School Finder Results

Use the **School Finder** to find undergraduate schools (two- and four-year colleges) that meet your needs. On each page, check the kinds of things you prefer -- public or private school, big or small. If you're not sure, skip over that section. The School Finder will create a list of possible schools.

Print out your list and put it in your Portfolio by clicking Print This in the upper right corner of the screen, or copy your top choices here. An example has been done for you.

List five schools that were exact or close matches:

Name of School	Type of School	City/State
North Dakota State University	four year	Fargo ND
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

List additional schools that interest you. You may include schools that were not on your list. (Do not include any schools listed above.)

6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

THE SCHOOL I AM RESEARCHING IS: _____

Your Search Criteria

You will see your criteria above your list of matching schools. Print out your list by clicking Print This in the upper right corner of the page and put it in your Portfolio, or copy your criteria below.

1. Location: (If you remember the region you selected, record just that name below.)

2. School Type:

3. Public or Private:

4. Setting:

5. School Size:

6. Entrance Difficulty:

7. Tuition:

8. Special Academic Programs:

9. Gender Balance:

10. Extracurricular Activities:

11. Student Housing:

Research Skills

The **BIG** Idea

- What can I learn by looking at a college website?

AGENDA

Approx. 45 minutes

- I. Warm Up: Navigating a College Website (10 minutes)
- II. A College Tour (15 minutes)
- III. College Research (15 minutes)
- IV. Wrap Up: Beyond the Web (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio page 22, School Finder Results (from previous lesson)
- Portfolio pages 24–25, College Info from the Web

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- ☐ LCD projector
- ☐ Overhead projector
- ☐ Chart paper to record Questions to Ask About Colleges (SAVE COMPLETED LIST FOR REFERENCE IN THE NEXT LESSON.)

OBJECTIVES

During this lesson, the student(s) will:

- Determine the kind of information that can be found on a college website.
- Get information about a tech school or college of their choice.

OVERVIEW

In this lesson, students develop a list of questions for college research. As a class, they practice finding information on a college website. Lastly, students will find information about a tech school or college on the school's official website for the school you selected to research as a group.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 24–25, College Info from the Web**
 - **Portfolio page 22, School Finder Results** (from previous lesson)
- ☐ Make arrangements for the class to use the computer lab.
- ☐ Arrange for the use of an LCD projector.
- ☐ Select a local college to research in **Activity II, A College Tour**, and familiarize yourself with its website.
- ☐ Create a sample recruiting poster for the local school you selected in **Activity II, A College Tour**. This poster will serve as a model for students' work. If computer access is a problem at your school, create the following resources:
 - For **Activity II, A College Tour**, make 15 packets for the school you selected to research. Packets should contain the information listed in **Portfolio pages 24–25, College Info from the Web**.
 - For **Activity III, College Research**, make 30 packets containing this information.

If computer access is a problem at your school, you should include a mixture of tech/trade schools, community colleges, four-year public schools, and four-year private schools.

VOCABULARY

Undergraduate: A student in a university or college who has not received his or her bachelor's degree.

Admissions: The department at a college or university that oversees the application and acceptance process.

Campus Life/Residence: The department at a college or university that oversees campus housing, dining, and on-campus clubs and activities.

Prospective Students: Potential or future students at a college or university.

Enrollment: The number of students who are currently attending a particular college or university.

Tuition: Fees paid for instruction, especially for post-secondary education.

Financial Aid: Scholarships, grants, loans, and other assistance programs that help pay for tuition and other post-secondary school expenses.

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. Last week, you completed the **School Finder** on RUReadyND.com and were given a list of colleges that matched your interests. Pick one school from your **Portfolio Page 22, School Finder Results** that you are interested in learning more about and record it in the space below.
2. List two reasons why you think this school would be a good fit for you.
3. Last week we learned about four-year colleges. List three things that you would want to learn about a school before applying to it.

[Then call on students to read their answers and continue with the Warm Up as written.]

For **Activity II, A College Tour**, you may wish to contact local universities and colleges requesting the college viewbook, pennants, posters, and other branded items. If you are unable to secure computer access, you could have students use the viewbooks for research.

For **Activity III, College Research**, you may have the students research their schools in pairs, groups, or individually. In addition, if you think students will be pressed for time, you may reduce the number of questions students have to answer. Have all students complete sections 2, 3, and another of their choosing.

ACTIVITY STEPS

I. Warm Up: Navigating a College Website (10 minutes)

1. **SAY SOMETHING LIKE:** Today, we're going to find out more about one of the tech schools or colleges that's on the list you came up with last week. (School Finder Results) Where would you go for more info? (Student responses will undoubtedly include the web.) Where's the best place to go to find more information on the web about a particular college? (The school's official website.)

What facts will you find on the school's official website? [Allow students to respond and record their answers on chart paper. If the students do not address the topics below, share them with the class and record them on the chart paper.]

- How many students attend the college?
- How many students are typically in a class?
- Is there a minimum GPA (grade point average) required for admission? If so, what is it?
- How much does it cost to attend the school for one year (including tuition, room and board)?
- Where is the school located? Is it in an urban, rural, or suburban setting?
- What sports are available at this school?
- What are some clubs and student organizations this school has to offer?
- List some programs or majors you could study at this school.
- What weekend activities are available for students (such as restaurants, museums, shopping, nightlife)?

II. A College Tour (15 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to take a look at the information for a college right here in our home state. [Name college.] We'll look at the descriptions and photos they've posted on the web to try and answer some of the questions we brainstormed together. While we're investigating the website, think about your own likes and dislikes, and whether or not it's a place where you'd be comfortable. Later in class, you will be researching one of the colleges you were matched with from Portfolio page 22, School Finder Results.

At first, searching a college website can seem overwhelming. It can be difficult to know where to find the information you are looking for. The trick is to understand the terms that college websites use. Before we start researching our college's website, let's

review some vocabulary words commonly found there.

[Discuss the terms listed in the **Vocabulary** section. Make sure to answer any questions your students may have. While you are walking the students through the sample college website, be sure to point out these terms.]

2. [Display **Portfolio pages 24–25, College Info from the Web** using an overhead projector. Using an LCD projector, model for students how to search the college's website. (See **PREPARATION.**) Walk the students through each question on this page and instruct them to follow along as you record the answers on the overhead projector. Then lead a discussion about the school, discussing the following two questions:
 - Who do you think would be interested in going to this school?
 - What's the atmosphere of the school? Do you feel like you'd fit in there? Why or why not?]

III. College Research (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we've got a handle on how to search a college website, you're going to research a school of your choice. Remember, the school you research should be one of the schools listed in your School Finder Results. I will be walking around the room as you are researching. If you have any questions, raise your hand. Please turn to **Portfolio pages 24–25, College Info from the Web**. In the next class, you will use the research from this sheet to create a poster convincing people to attend this college. You will have 15 minutes to complete this portfolio page.

[Display sample poster here. Remind students that they will be using today's research to create posters next week. (See **Preparation.**)]

2. [Give the students 15 minutes to investigate one of the schools listed on the board using **Portfolio pages 24–25, College Info from the Web**. Circulate around the room to troubleshoot any computer issues and to assist students who are struggling.]

IV. Wrap Up: Beyond the Web (5 minutes)

1. **SAY SOMETHING LIKE:** There are a lot of different websites with information about specific technical schools, community colleges, and four-year colleges, and now you have a way of comparing the information you find there.

Where else do you think you can find information about schools that interest you?

Who could you talk to? (*Alumni, students, faculty.*) What else could you read? (*School brochures, college guides.*) What could you learn from a visit to the school?

SAY SOMETHING LIKE: Keep in mind, colleges try to put their best foot forward in their promotional materials. For example, they'll be sure to show lots of different kinds of people in order to encourage a diverse group of students to enroll. That's why it's always a good idea to visit the college yourself and talk to students who have gone there to make sure you're getting what you expect.

DO NOW

Education After High School 4: Research Skills

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

Questions:

1. Last week, you completed the **School Finder** on RUReadyND.com and were given a list of schools that matched your interests. Pick one school from your **Portfolio Page 22, School Finder Results** that you are interested in learning more about and record it in the space below.

2. List two reasons why you think this school would be a good fit for you.

- ---

- ---

3. Last week we learned about four-year colleges. List three things that you would want to learn about your school before applying to it.

- ---

- ---

- ---

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COLLEGE INFO FROM THE WEB



Name of the School You're Investigating: _____

Find the official college website by signing in to RUReadyND.com. Click on the **College Planning** tab and then click on the **Explore Schools** section. Under the heading "Search for Colleges" type the name of the school into the dialogue box. Click on the school you want. Then click on the school's website which appears in the blue box on the right side of the page. Write down the official website address below.

Official school website: _____

1. Facts and Figures:

- How many students attend this college? _____

- How much does it cost to attend the school for one year (including tuition, room and board)?

2. Location and Campus:

- Where is the school located? Is it in an urban, rural, or suburban setting?

- Describe what the campus looks like based on what you find on the website.

3. Academics:

- List one or two majors that interest you.

4. Student Life:

- List two clubs, student organizations, or sports teams you find interesting at this school.

- Describe what a freshman dorm is like.

5. Community:

- What kinds of activities are available for students on the weekend (such as restaurants, museums, shopping, nightlife)?

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EDUCATION AFTER HIGH SCHOOL 5

Research Results

The **BIG** Idea

- What information about the college I've researched would convince another student to attend?

AGENDA

Approx. 45 minutes

- I. Warm Up: Yes to College (5 minutes)
- II. Create! (25 minutes)
- III. Evaluate! (10 minutes)
- IV. Wrap Up: College Reflection (5 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio pages 24–25, College Info from the Web (completed in lesson 4)
- Portfolio page 28, Grade 8 Skills Checklist (Education After High School skills only)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 62–63, College Reflection

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW

☐ Sample recruiting poster (from last week's lesson)

☐ Paper and markers for posters

☐ Chart paper and marker

☐ Post-Its® (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Review, summarize, and share information about post-secondary schools researched last week.

OVERVIEW

In this lesson, students review information about post-secondary schools researched last week. They use this information to create recruiting posters and present them to their classmates.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 24–25, College Info from the Web** (from lesson 4)

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. What school did you research last class?
2. After researching this school, do you still think it would be a good fit for you?
Explain your answer.
3. List three facts about this school that would make someone want to go there.

[Then call on students to read their answers and continue with the Warm Up as written.]

If you have access to computers, you may choose to have the students create their posters on the computer, using MS Publisher or a similar program.

For **Activity II, Evaluate!**, if space or student behavior doesn't permit moving around the classroom, arrange the students into groups of four. Have the students present their posters to their group members. You could also select a few volunteers to present their college posters to the class. Students should then complete **Student Handbook pages 62–63, College Reflection.**

If you are concerned about having enough space for students to work on their posters, you may choose to have students create recruitment flyers instead. Give each student a piece of legal size paper and have them fold it into a tri-fold. Each section of the flyer can address a different category (location/campus, student life, academics, etc.).

ACTIVITY STEPS

I. Warm Up: Yes to College (5 minutes)

1. **SAY SOMETHING LIKE:** Who knows what a recruiter is? (*Someone who finds qualified people to enroll in a college, enlist in the military, work for a company, or become part of an organization.*)

Well, today you're all going to become recruiters for the school you've researched.

Using the information that you gathered last week, you're going to come up with some great reasons for students to apply to your school.

To prepare, I'd like you to think of some of the concerns students might have about going to college. [Pass out an index card to each student and give them one minute to list all of the concerns a student could possibly have about going to college. Then call on volunteers to share their answers with the class, using chart paper to record students' answers.]

II. Create! (25 minutes)

1. **SAY SOMETHING LIKE:** As a recruiter, you'll be using real facts that will support students' reasons to go to college and challenge their reasons not to go. Your job is to choose one of the reasons not to go to college from your list, and create a poster that convinces students that your school is worth the time and money they'll spend attending.

When you're making your posters, it's important to keep in mind who your target audience is—the type of student your college wants to attract.

2. **SAY SOMETHING LIKE:** Your goal today is to figure out which students you want to attract and really SELL your school to them. Use facts, figures, quotes, graphs, pictures—anything that you can think of to convince students that they should apply.

With your target audience in mind, here are some questions to think about:

[Write the following on the board:

- What are the best things about this school?
- What are the benefits of going here?
- Are there any myths to dispel about the school?]

[Read the questions aloud, and ask a student to clarify what the last question means. Give them examples of some myths (e.g., *only rich kids can afford this school, there's nothing to do on campus, this is just a "party school."*)]

3. **SAY SOMETHING LIKE:** Before you begin, review **Portfolio pages 24–25, College Info from the Web** notes to remind you of answers to these kinds of questions. Your notes might include information about some of the following: [List the following on the board.
 - location
 - costs
 - campus life
 - academics]

SAY SOMETHING LIKE: Making a sketch first will help you plan your poster.

Here are some ideas for poster headings. Use one of these or come up with your own.

[Write the following on the board:

- A Day in the Life
- What Your \$ Buys
- Want to be a _____?]

4. [Distribute paper and markers. Refer students to **Portfolio pages 24–25, College Info from the Web** if you think they need a reminder on the directions. Have students create their posters using the board notes as general guidelines.]

III. Evaluate! (10 minutes)

1. [When students have completed their advertisements, post them around the room. Then bring the class back together as a whole group. Give each student five Post-it® notes. Explain that they will be using them to write comments about other students' posters.]
2. **SAY SOMETHING LIKE:** In the remaining time, you'll have a chance to walk around the room and read the different college posters. As you do, think about which schools seem like a good fit for you. Each of you has been given five Post-it® notes. As you walk around, use these notes to write positive comments for colleges you find interesting. [Give an example of a positive comment.]

IV. Wrap Up: College Reflection (5 minutes)

1. [Direct students' attention to **Student Handbook pages 62–63, College Reflection**. Students will use this sheet to reflect on two of their peers' posters along with their own college research. Once students have completed this sheet, invite them to discuss what information is important when researching a college and what they learned from their research.]
2. **SAY SOMETHING LIKE:** Most students pick the post-secondary school they'll attend some time in high school—often in their junior or senior year. Now you know how to check out some of the possibilities that are out there. Keep your options open and be on the lookout for other schools as your interests continue to grow and change.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 28, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Education After High School.

EDUCATION AFTER HIGH SCHOOL

I can...

List the pros and cons of at least two kinds of post-secondary education.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify things to consider when choosing a tech school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the information that can be found on a college website.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify majors consistent with personal interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EXTENSION ACTIVITY

If space is available, display students' college posters on the Roads to Success bulletin board.

DO NOW

EDUCATION AFTER HIGH SCHOOL 5: RESEARCH RESULTS

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

Questions:

1. What school did you research last class?

2. After researching this school, do you think it would be a good fit for you? Explain your answer.

3. List three facts about the school that would make someone want to go there.

College Reflection

Now that you've read important information about several colleges, consider if any of them are a good fit for you.

College #1 [A school one of your peers researched.]

College name:

I (circle one): [would, might, would not] be interested in attending this school.

Reflection: List one fact that made you think this school would or would not be a good fit for you.

- _____

College #2 [A school one of your peers researched.]

College name:

I (circle one): [would, might, would not] be interested in attending this school.

Reflection: List one fact that made you think this school would or would not be a good fit for you.

- _____

College #3 [THE school YOU researched.]

College name:

I (circle one): [would, might, would not] be interested in attending this school.

Reflection: List one fact that made you think this school would or would not be a good fit for you.

- _____

The college I am MOST interested in!

Of these three schools, which one do you prefer? Why?

- _____

List two things that you find really interesting and/or exciting about going to college.

- _____

- _____

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MONEY MATTERS

Lesson Descriptions

Money Matters 1: Budgeting

What's a budget and why do I want one?

Money Matters 2: Savings

What strategies will help me reach my saving goals?

PLANNING PYRAMID

GRADE 8, Unit 7, Money Matters



Some Students Will:

- Investigate custodial savings accounts.

Most Students Will:

- Describe strategies for saving money.
- Given a sample weekly income, estimate how much they'd spend on food, transportation, clothing, and entertainment; then adjust their budgets to accommodate large or unexpected expenses.
- Create a personal savings plan that includes an item that they want to save for, how much they'll save each week, and how long it will take to reach their goal.

All Students Will:

- Recognize that budgeting and saving are about making choices.
- Describe advantages of keeping money in a savings account.

Grade 8

Money Matters

Family Newsletter

Managing Money

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know?

You can help your teen save money by opening a custodial savings account. The account is in your name and hers (or his). Either of you can put money into the account. But until she's (he's) an adult, only you can take money out. See your bank for details.

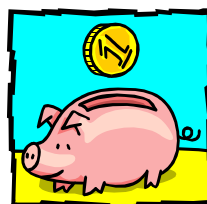
"My mom was magical when it came to money. She paid all the bills on the first of the month, never had credit card debt, and didn't spend more than we had. She didn't shy away from saying 'that's too expensive' or 'we can't afford that.' But she never told me how she knew."

Managing money shouldn't be a mystery to kids. It's a process you can teach—like doing laundry or buying groceries. Talking to your kids about everyday money matters now develops smart money habits in the future.

Here are some ideas to get the conversation started.

It's OK to say no. Sometimes parents try to shield kids from financial worry by giving in to requests for things they can't afford. Instead, explain why you're turning down a request and provide a choice.

"I'd love to buy you a \$60 ____, but that money is set aside for groceries. We can save \$20 a week, so if you still want it in three weeks, it's yours. Or maybe you can find a different brand that costs less."



Let your child know that credit costs. Make it clear that credit cards are a kind of loan. Although they're convenient and good for emergencies, you have to pay the bank for your purchases. If you don't pay in full each month, the bank charges you extra for the money you borrowed. You may be paying the credit card bill long after you've forgotten what you bought in the first place.

Explain your own good spending habits. Are you saving for emergencies? Putting money in the bank for your child's college education? Comparing prices and product features before you buy? Talk to your child about how, when, and why you make financial decisions.

For more about kids and money, check out:

www.consumerjungle.org
Includes quizzes and games about buying cars, signing up for cell phones, choosing credit cards, and more.

www.360financialliteracy.org
Everything from allowances to summer earnings.

senseanddollars.thinkport.org
How many hours of baby-sitting will it take to buy a leather jacket? "Makin' the Bacon" calculator tells all.

Grade by Grade: Money in the Classroom

It takes practice to manage money. In Grade 8, students stretch a sample budget to buy clothes, school lunches, bus passes, and more. Will they be prepared for emergencies? Staying

flexible is the key!

How long will it take to save for an iPod, a computer, a year of community college? A lesson on savings shows

the benefits of money in the bank, and explains how parents and teens can open a custodial account.

For more info, visit www.roadstosuccess.org.

Budgeting**The BIG Idea**

- What's a budget and why do I want one?

AGENDA

Approx. 45 minutes

- I. Warm Up: What a Nag!
(5 minutes)
- II. How We Spend Our Money
(10 minutes)
- III. Create-A-Budget Game
(20 minutes)
- III. Budget Review & Discussion
(5 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 64, Expenses Checklist
- Student Handbook pages 65–66, What's in Your Wallet?

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, Check Template
(For each student in the class, four checks)

☐ Calculators (class set)**OBJECTIVES**

During this lesson, the student(s) will:

- Discover that a budget is a way to compare money coming in (income) and money going out (expenditures).
- Develop, analyze, and revise a hypothetical budget of \$60 for four weeks.
- Recognize that a budget gives power and choice about spending and getting the things they want.

OVERVIEW

In this lesson students discover how to make and maintain a budget. Students review and identify ways teens typically spend money. Then they categorize expenses to create a budget that will enable them to get the things they really want. In a culminating activity, students play a game in which they are challenged to create and adjust budgets based on a hypothetical income and unexpected expenses. Finally, pairs work together to review and assess each other's budgets.

PREPARATION

- ☐ List the day's **BIG IDEA** and activities on the board.
- ☐ Write the day's vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 64, Expenses Checklist**
 - **Student Handbook pages 65–66, What's in Your Wallet?**
- ☐ For Activity III, copy and cut out **Facilitator Resource 1, Check Template** (four checks per student).

BACKGROUND INFORMATION

Most children spend money on impulse—if they see something they want and have the money, they buy it without thinking about it. And they rarely keep track of how they spend their money. Many do not grasp the importance of using a budget to manage their money over time. Students should recognize that a budget is a plan of how they *think* they will use their money—and that they can change the plan (budget) as needed. The goal is to increase the satisfaction they will receive from their money. Learning how to make a budget encourages students' awareness of how much income they have, how much they spend, and how much money, if any, is left over. By learning to set up a budget, students will ensure that they make smart consumer decisions and meet their savings goals.

VOCABULARY

Budget: A plan that helps people track spending so they can get the things they need and want without running out of money.

Expense: What you spend money on.

Income: The money you have—earned from a job, received as allowance, received as a gift, etc.

IMPLEMENTATION OPTIONS

In **Activity II**, “How We Spend Our Money,” if the prices do not reflect the items’ true costs where you live, encourage students to adjust them accordingly.

In **Activity II**, items 5–7, if students understand the concept of categories, you may prefer to have them designate food, transportation, entertainment, and clothing items on their own rather than working in groups.

For **Activity III**, you may wish to designate a student payroll specialist or banker to distribute checks at the beginning of each “week.”

If your students have difficulty with math, you may wish to do **Activities III** and **IV** as whole-class activities.

ACTIVITY STEPS

I. Warm Up: What a Nag! (5 minutes)

1. [Welcome the students and let them know how happy you are to be with them again.]
2. **SAY SOMETHING LIKE:** How many of you have ever—at any time in your life—nagged an adult to buy something for you? [Allow time for students to respond.]
3. [After students have shared their nagging experiences:]

SAY SOMETHING LIKE: I have a technique that will drastically reduce the amount of nagging for stuff in the years to come, and enable you to buy things with your own money. Today you are going to discover how this technique works.

II. How We Spend Our Money (10 minutes)

1. **SAY SOMETHING LIKE:** Did you know that tweens in the U.S. spend about \$15 billion of their own money each year? This means that advertisers are very interested in getting you to spend your money on the things that they are selling. You need to be extra smart to make sure the choices you make are yours, not theirs. Today and next week, we're going to learn some strategies to turn you into smart (or smarter) spenders.
2. **SAY SOMETHING LIKE:** So what's this \$15 billion being spent on anyway? [Direct students' attention to **Student Handbook page 64, Expenses Checklist**. Tell them that this is a list of 15 things we think tweens may spend their money on. Explain that items you spend money on—like the ones on this list—are called **expenses**. Point out that some of the expenses are ones we have to spend money on each day or each week, while others are optional.]

SAY SOMETHING LIKE:

- Which expenses on this list do you have to buy every day? [Discuss local costs for school lunches and transportation to and from school.]
 - Which ones are things you want, but don't necessarily need to buy on a regular basis?
3. [Invite students to add five more items to the list of expenses of things they buy. Remind them to include the prices next to each item.]

4. **SAY SOMETHING LIKE:** When people are planning how they'll spend their money, they begin by figuring out how much they have. Then they estimate how much they will spend on different items, or expenses—like those on the list. However, as you can see, this list is long, and could be even longer. To make their planning easier, people put their expenses into categories. For this activity, we've chosen transportation, food, entertainment, and clothing. [Write the categories on the chalkboard or chart paper for everyone to see.]
5. [Ask a volunteer to read aloud the first item on the list, and identify which category it goes into: *food*, *transportation*, *entertainment*, or *clothing*. After the student responds correctly, instruct the class to put a T (for transportation) next to it. Have another volunteer read aloud the second item on the list and identify which category it goes into. Have the class put an F (for food) next to it.]
6. [Divide the class into two groups. Have one group identify expenses that go into *food* and *transportation* categories by labeling them F and T, while the other group figures out which expenses belong in the *entertainment* and *clothing* categories by labeling appropriate expenses as E and C. Finally, have both groups share their findings, so that each student has a category for each expense.]
7. [On their own, students should also identify a category (F, T, E, or C) for the last five expenses they added to their lists.]

*Source of statistic: <http://pbskids.org/itsmylife/money/spendingSMARTS/>

III. Create-a-Budget Game (20 minutes)

1. **SAY SOMETHING LIKE:** In the next couple years—as you begin high school—many of you will have after-school and weekend jobs. The money you earn is called an **income**. Earning your own money is terrific because you can buy things without nagging your folks. On the other hand, it also means making difficult choices about how to spend your money. For example, if you spend your hard-earned cash on games at the arcade, will you have enough for movie night with your friends? And, to make things trickier, sometimes there are things you want that cost more than the amount you make in a week, like concert tickets or a mountain bike. To help meet your spending needs without running out of money, you need a plan. A plan for how to spend your money is called a **budget**. In the game you're about to play, you will try your hand at creating a budget that you can stick with.

2. [Distribute one \$60 check to each student. Tell students that they have a new after-school job, like babysitting or stocking shelves. Each week, they'll earn \$60. Ask students to name the first thing they'd want to buy and how many weeks they think it would take to pay for it. Then, explain that they will use their income from their job to pay for different items that they want or need each week.]
3. [Refer students to **Student Handbook pages 65–66, What's In Your Wallet?** and walk students through the calculations for week 1 using an overhead projector, chart, or LCD projector.]

SAY SOMETHING LIKE: Let's start your budget by writing down how much money you have to spend. At the top of the page, under "Week 1," write \$60 next to "Income." This is the amount of your paycheck for the week. Since this is your first week of work, we'll assume you started with zero dollars in savings. A zero is already written in the "Savings" box. What's your total "\$ in the Bank" for Week 1? (\$60) Write \$60 next to "\$ in the Bank."

4. Next, it's up to you to figure out how much money you'll need for each category of expenses. Use the **Student Handbook page 64, Expenses Checklist** to figure out what you want to spend your money on.

Now that you have some money of your own, your parents have asked you to help out with some of your daily expenses: food and transportation. Let's talk about your food budget first. If you're buying your lunch at school, you have to figure out your food budget for the week. To do this, multiply the daily cost of lunch by five. [Model this on the overhead projector.] If you want to go out for pizza over the weekend, you need to put that number in the "food" box as well, right underneath the cost of your lunches.

Now, let's look at "transportation." If you're riding the school bus, you may not have any daily expenses in this category. But if you're sharing a ride with a friend, you'll want to contribute some money for gas. [Show calculations for daily gas budget or subway ride.] You can write any additional transportation costs right under this number.

5. **SAY SOMETHING LIKE:** Now, fill in the rest of Week 1. Figure out how much you'll spend on entertainment and clothing. Write down your expenses in each category. If you have an expense that doesn't seem to fit anywhere else, write it under "other."
6. Now add up all five categories, and write the total next to "Total Expenses." Is your total more than \$60? If so, you need to go back and cut out an expense or two. You

can't spend more than you earned. [Show how to do this.]

7. To figure out what you saved during the week, subtract your "Total Expenses" from "\$ in the Bank," which you've already written at the top of the page. You can also write this number under "Savings" for next week. Any money you saved this week is money you have available to spend next week.
8. [Now tell students it's Week 2 and they've just finished their second week on the job. Distribute \$60 checks to everyone for their week's earnings. Have students write \$60 next to "Income," add their "Savings," and write this amount next to "\$ in the Bank" at the top of the page.]
9. **SAY SOMETHING LIKE:** This week, you notice that many of your classmates are wearing a new kind of sneaker that costs \$75. The commercials for the sneakers are awesome! They show your favorite athletes wearing these new sneakers. You're feeling a little uncool in last year's style. How many feel like you'd want these sneakers? You may notice that they cost more than your weekly income. How can you include them in your budget? [Get suggestions from students as to how this might be done.]
10. [Now have students repeat the steps above, filling in Week 2 on **Student Handbook pages 65–66, What's in Your Wallet?**]
11. Before students budget their money, **SAY SOMETHING LIKE:**

How is it going? Does anyone here have \$75 for sneakers yet? If you can't afford the sneakers this week, what might you change about your spending?

[Distribute \$60 paychecks and repeat the steps for Week 3. Remind students that at the top of the Budget Sheet for Week 3, they should record their "\$ in the Bank," which includes their weekly earnings from their job plus any money they saved from Week 2.]
12. [Distribute \$60 paychecks for week 4.]

Before students budget their money, **SAY SOMETHING LIKE:** This week, there's a new budget item to consider. You lost your brother's favorite CD. It will cost \$15 to

replace it. What can you do?” [Possible responses may include:

- Put off buying CD
- Put off buying sneakers
- Decide the sneakers are too expensive — you’d rather have more money to do what you want each week.]

12. [Have the class repeat the budgeting steps, reminding them that they need to find a way to replace their brother’s CD. Again, they should record their “\$ in the Bank,” including their weekly earnings and the money they’ve saved from Week 3 at the top of week 4.]

IV. Budget Review & Discussion (5 minutes)

1. [Divide the class into pairs. Invite pairs to work together to review each other’s completed budgets, **Student Handbook pages 65–66, What’s in Your Wallet?**]
2. [Guide students in their budget review by writing the following questions on the board, and let them know they’ll be expected to share their answers with the group.]
 - Did you save money each week? Why or why not?
 - Did you have to give up some things in order not to spend more than you had? How did you decide what to give up?

V. Wrap Up (5 minutes)

1. [Reconvene the class to discuss their answers.]

Following the discussion, **SAY SOMETHING LIKE:**

You’ve just finished making a budget for your income for an entire month. How did you do? Were you able to buy the sneakers? Replace your brother’s CD? How might you have planned your spending better?

How can you tell if you won the game? Is the person with the most stuff the winner? Or, is it the person who saved the most money? Or is everybody who didn’t spend more money than they had a winner? Explain your answer.

2. [Congratulate everyone on their hard work, and let students know that next week they’ll find out more about saving money for big goals and make a personal savings plan.]

Check Template

ROADS TO SUCCESS		NUMBER _____
		DATE _____
PAY TO THE ORDER OF	Roads to Success Student	\$ 60.00
Sixty 00/100		DOLLARS
FOR _____	SIGNED _____	

ROADS TO SUCCESS		NUMBER _____
		DATE _____
PAY TO THE ORDER OF	Roads to Success Student	\$ 60.00
Sixty 00/100		DOLLARS
FOR _____	SIGNED _____	

ROADS TO SUCCESS		NUMBER _____
		DATE _____
PAY TO THE ORDER OF	Roads to Success Student	\$ 60.00
Sixty 00/100		DOLLARS
FOR _____	SIGNED _____	

Expenses Checklist

Item	Expense	Budget Category
1. School transportation	\$2/day	
2. School lunch	\$3/day	
3. Movies & popcorn	\$12	
4. T-shirt	\$10	
5. Video game	\$40	
6. Jeans	\$50	
7. CD	\$15	
8. Soda or juice	\$1	
9. Baseball cap	\$10	
10. Fast food	\$5	
11. Movie rental	\$4	
12. Sunglasses	\$15	
13. Snack	\$1	
14. Music download	\$1/song	
15. Comic book or magazine	\$5	
16.		
17.		
18.		
19.		
20.		

FOOD



TRANSPORTATION



ENTERTAINMENT



CLOTHING







What's in Your Wallet?

WEEK 1

MONEY YOU HAVE

Income	
Savings	
\$ In The Bank	

MONEY YOU SPEND





Food 	
Transportation 	
Entertainment 	
Clothing 	
Other	
Total Expenses (F + T + E + C + O)	
Money Left (\$ In The Bank — Total Expenses)	

WEEK 2

MONEY YOU HAVE

Income	
Savings	
\$ In The Bank	

MONEY YOU SPEND

Food 	
Transportation 	
Entertainment 	
Clothing 	
Other	
Total Expenses (F + T + E + C + O)	
Money Left (\$ In The Bank — Total Expenses)	





What's in Your Wallet?

WEEK 3

MONEY YOU HAVE

Income	
Savings	
\$ In The Bank	

MONEY YOU SPEND





Food 	
Transportation 	
Entertainment 	
Clothing 	
Other	
Total Expenses (F + T + E + C + O)	
Money Left (\$ In The Bank — Total Expenses)	

WEEK 4

MONEY YOU HAVE

Income	
Savings	
\$ In The Bank	

MONEY YOU SPEND

Food 	
Transportation 	
Entertainment 	
Clothing 	
Other	
Total Expenses (F + T + E + C + O)	
Money Left (\$ In The Bank — Total Expenses)	

Savings

The **BIG** Idea

- What strategies will help me reach my savings goals?

AGENDA

Approx. 45 minutes

- I. Warm Up (10 minutes)
- II. Saving Tips (10 minutes)
- III. Opportunity Costs (15 minutes)
- IV. Bank It! (10 minutes)

MATERIALS

☐ **PORTFOLIO PAGES:**

- Portfolio page 28, Grade 8 Skills Checklist (Money Matters skills only)

☐ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 67, Personal Savings Goal
- Student Handbook page 68, Tips for Saving
- Student Handbook page 69, Personal Savings Plan
- Student Handbook page 70, Get an Account
- Student Handbook page 13, Decision Making 101 (from **Setting Goals 2: Decision Making**)

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, Personal Savings Plan Sample
- Facilitator Resource 2, Banking Benefits

☐ Calculators (class set)

☐ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Identify reasons and strategies for saving money.
- Create a personal savings plan.
- Define *opportunity cost* and be able to list several costs that are associated with saving money.

OVERVIEW

Students discover that putting aside even a little bit of money every week can enable them to purchase big items over time. Students learn new savings tips and share their own tips with the class. (Depending on what units have been taught previously, students are either introduced to or revisit the concept of ‘opportunity cost’ in connection with saving money.) Students create a personal savings plan. Finally, students explore the many benefits of banking and get information about how to open an account.

PREPARATION

- ☐ List the day’s **BIG IDEA** and activities on the board.
- ☐ Write the day’s vocabulary words and definitions on the board.
- ☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 67, Personal Savings Goal**
 - **Student Handbook page 69, Personal Savings Plan**
 - **Student Handbook page 13, Decision Making 101**
(from Setting Goals 2: Decision Making)
 - **Facilitator Resource 2, Banking Benefits**
- ☐ For Warm Up, bring to class a take-out coffee cup (e.g., Dunkin’ Donuts, Starbucks) or other evidence of unnecessary spending.
- ☐ Make copies of **Facilitator Resource 3, Do-Now**, or display it on the overhead projector.

BACKGROUND INFORMATION

The personal savings rate in the U.S. has been steadily declining over the past few decades. In 2012, Americans saved only 3.7 percent of their disposable income, compared to 1970 when they saved 8 percent.* America has one of the lowest savings rates among industrialized nations.

ACTIVITY STEPS

I. Warm Up (10 minutes)

1. [Have students complete **Student Handbook page 67, Personal Savings Goal**, as a DO NOW. When students have finished, ask a couple of students to share what they wish they had. You can also share something that you wish you had. Explain to the class that today they are going to figure out how things that seem impossible to save for are actually really within reach.]
2. [Hold up a Dunkin' Donuts cup (or other brand).]

SAY SOMETHING LIKE: Raise your hand if you remember keeping a spending diary last year. Who can describe what a spending diary is, and remind us of why someone would keep one? (You write down all of your weekly expenses; it helps you see where your money is going.) If I were to keep a spending diary, I would realize that every day that I come to school I buy a cup of coffee. Each cup costs me \$1.50 and there are 180 days in the school year. Can anyone guess how much this adds up to for a whole year? [Give students a chance to respond.]

Believe it or not, I'm spending a whopping \$270 in just one school year... on just coffee! Rather than sip away my money, I could be saving up for (whatever you mentioned earlier)! Deciding on a personal savings goal can make the difference between making a big purchase that you really want and lots of little purchases... like this cup of coffee.

II. Tips for Saving (10 minutes)

1. **SAY SOMETHING LIKE:** How many of you have ever saved up for something before? [Hands go up.] Great. That means that you all probably have some valuable tips to share with your classmates. Everyone turn to **Student Handbook page 68, Tips for Saving**.

[Read the first tip and last tip out loud with the class. Instruct them to read the rest of the tips on their own and put a check in the box for any that they've done before. Encourage them to write two tips of their own. After about five or six minutes, have a few students share their tips.]

With Americans saving only 3.7 percent of their disposable income, children are being raised in an era of profligate spending and little planning for the future. They are in danger of reaching adulthood with no regard for saving, the value of money, and the need for personal financial responsibility. In short, we are creating a generation of spenders. The good news is that we can reverse this trend. Studies find that as little as 10 hours of personal financial education positively affects students' spending and savings habits.**

* U.S. Commerce Department

(<http://www.rttnews.com/1851519/u-s-personal-savings-rate-falls-to-lowest-level-since-august-2009.aspx>)

** National Endowment for Financial Education, "Teens Respond Well To Financial Education, Study Shows Financial Knowledge And Behavior Improve Immediately—And Are Retained" (http://www.csrees.usda.gov/nea/economics/sri/security_sri_nefererelease.html) For more information on NEFE, visit www.nefe.org.

VOCABULARY

Interest: Money the bank pays you for keeping money in their bank.

Save: Hanging onto your money for a future use instead of spending it. Saving is the opposite of spending.

Savings Account: A bank account that pays you interest for keeping your savings in it.

IMPLEMENTATION OPTIONS

In Warm Up, you can change the coffee example to whatever is relevant to you. If you're not a coffee drinker, use another scenario such as buying lunch, or buying gas for your car.

III. Opportunity Cost (15 minutes)

1. [Tell the students that their ideas were great. Note that many of the tips have something in common: they're about giving up things that the students want. Write **opportunity cost** on the board. Remind students that an opportunity cost is what you give up each time you have a choice. (Use a transparency of **Student Handbook page 13, Decision Making 101**, to provide examples of opportunity costs. See Setting Goals 2: Decision Making for details.)

2. **SAY SOMETHING LIKE:** What does this have to do with saving money? Saving money is all about making choices. Sometimes you need to give up something today to get something bigger, or better, later on.

But giving things up only works if you're realistic. For instance, if I said that in order to buy a new bike I was going to walk everywhere rather than traveling by car or subway, and only eat rice and beans, I would probably fail and get discouraged. However, if I say that I'm only going to eat out once a week to save money, I'll probably be able to meet this goal. [You should personalize this example.]

3. [Place a transparency of **Student Handbook page 69, Personal Savings Plan**, on the overhead projector, and have students turn to this page in their handbook. Using the example found in **Facilitator Resource 1, Personal Savings Plan Sample**, work through the process as a group. Then have students complete an example of their own.]

IV. Bank It! (10 minutes)

1. **SAY SOMETHING LIKE:** So now that we all have tons of money piling up around our house from all the coffee and clothes and soda we're not buying, where's the best place for us to keep it?

[If the idea of putting money in the bank doesn't come up, tell students that if you were saving money for _____, you'd put it in the bank. Ask the class why they think people put money in the bank—what the benefits might be. Then share **Facilitator Resource 2, Banking Benefits** on an overhead projector. Reveal benefits one at a time. Have a volunteer read it aloud, and then discuss what each means.]

2. [Before revealing the final benefit, say, "There is one more bonus for putting your money in the bank. Does anyone know what it is?" Give students a chance to reply.

Then explain that one of the best things about putting money in the bank, rather than under your mattress, is that the bank pays you for the use of your money. Tell them that this extra money that they make from the bank is called **interest**.]

3. [Ask the students if any of them have their own bank account. Ask them to turn to **Student Handbook page 70, Get an Account**. If there's time, read through the information with the students, answering questions. If you're short on time, simply point out the information as a resource.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 28, Grade 8 Skills Checklist**. Have students complete the skills checklist questions for Money Matters Skills.

Money Matters

I can...

Explain how a budget works.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give reasons why saving money is a good idea.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EXTENSION ACTIVITY

Suggest that students investigate custodial savings accounts at local banks to find out how much money is needed to start one, the interest rate, and whether or not there are any service charges or fees.



Personal Savings Plan Sample

Example:

1. What I want to save for: iPod
2. Total cost: \$200
3. Savings goal (amount I want to save each week): \$10

NOTE: This should not be all of the money you expect to have in a week. You'll be more successful if you're realistic.

4. Opportunity costs (what will you give up)
 - Rent movies on DVD instead of going to the movies.
 - Stop buying candy after school.
 - Only buy new clothes on sale.
5. How long will it take you to reach your goal?

$$\frac{\text{Total cost of item}}{\text{Weekly savings goal}} = \text{Number of weeks to save}$$
$$\frac{\$200}{\$10 \text{ per week}} = \underline{20} \text{ weeks to save}$$

Banking Benefits

Why is a savings account a good idea?

☐ **Safety**

A bank is the safest place for your money. No worries about your money being lost, stolen, or borrowed without your permission.

☐ **Easier to keep track of it**

A statement (a record) from the bank lists all your banking activity each month. This bank statement lists money you put in, money you took out, and how much is left.

☐ **Easier to avoid buying stuff you don't really need**

If your money is in your wallet, under your mattress, or any other place where it's easy to get your hands on it, it's also easy to spend it without thinking.

☐ **Interest**

The bank pays you for keeping money in their bank.

Adapted from: <http://pbskids.org/itsmylife/money/managing/article8.html>

Personal Savings Goal

Today, we'll talk about how to save money for an item you want. To begin, please answer the following questions.

1. Write down something that you'd like to own, but have put off buying because it's too expensive. Then explain why this item is important to you.

2. How much does this item cost? _____

3. How long would it take to save enough money to buy it? _____

4. What might prevent you from saving up the money needed to buy this item?

Tips for Saving

- ☐ **Don't carry a lot of cash.** If you have to go home or to the bank before you spend money, you'll have a chance to think about whether or not you need the purchase. You'll be less likely to buy impulsively.
- ☐ **Pay yourself first.** Set money aside each time you get some and pretty soon you'll be able to buy something that you really want.
- ☐ **Skip the snacks.** If you save just \$2.00 each week on soda and candy, you'll have \$104.00 after one year—enough for a much bigger purchase.
- ☐ **Keep a spending diary.** Write down everything that you spend money on. This will let you see where your money is going and help you stay on track.
- ☐ **Don't be tempted by brand names.** Buy what you can afford. It's much better to have money in the bank than a closet full of clothes that were popular a month or two ago.
- ☐ **Be patient with yourself.** Saving can be hard at first. Most adults aren't very good at it, which is why it's so important that you start practicing smart saving habits now!

Write two savings tips of your own:

☐ _____

☐ _____

[Adapted from <http://pbskids.org/itsmylife/money/managing/article9.html> and <http://www.themint.org/kids/saving-tricks.html>]



Personal Savings Plan

1. What I want to save for: _____

2. Total cost: _____

3. Savings goal (amount I want to save each week): _____

NOTE: This should not be all of the money you expect to have in a week. You'll be more successful if you're realistic.

4. Opportunity costs (what will you give up):

- _____
- _____
- _____

5. How long will it take you to reach your goal?

$$\frac{\text{Total cost of item}}{\text{Weekly savings goal}} = \text{Number of weeks to save}$$

_____ = _____ weeks to save

Get an Account

Your parent or guardian can set up a savings account for you until you're an adult (age 18 or 21, depending on what state you're in).

This is called a custodial account. Anybody can put money into the account, but only your parent or guardian can take money out. These accounts don't earn much interest—usually somewhere between $\frac{1}{2}$ to one percent. That's the bad news.

There's also good news:

- You don't need a lot of money to open this kind of account. Some banks* require as little as \$5. Others want you to start with \$25.
- You don't need to keep a lot of money in this account. Most* have no minimum balance.
- There are usually* no service charges or fees to use this kind of account.

* Different banks have different plans. Be sure to compare banks where you live so you're sure of the rules.

UNIT 8

PORTFOLIO REVIEW

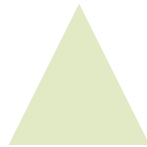
Lesson Descriptions

Portfolio Review 1: Year in Review

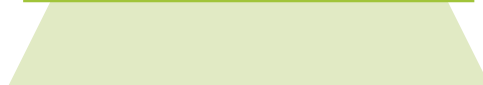
In this lesson, students have the opportunity to celebrate what they've accomplished during the year — through a friendly game of Jeopardy!, a review of their Portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PLANNING PYRAMID

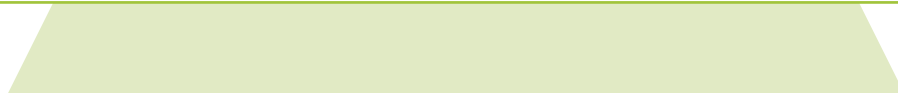
GRADE 8, Portfolio Review



Some Students Will:

A white rectangular box with a thin green border, intended for students to write their goals for the 'Some Students Will' category.

Most Students Will:

A white rectangular box with a thin green border, intended for students to write their goals for the 'Most Students Will' category.

All Students Will:

A white rectangular box with a thin green border, intended for students to write their goals for the 'All Students Will' category.

- Identify areas of accomplishment in Roads to Success and one thing they'd like to learn more about next year.

Year in Review

The **BIG** Idea

- What have I learned 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 26–29, Grade 8 Skills Checklist

☐ **FACILITATOR PAGES:**

- Facilitator Resource 1, Grade 8 Jeopardy! Board
- Facilitator Resource 2, Grade 8 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 **BIG IDEA** and the day's activities on the board.
- ☐ Use **Facilitator Resource 1, Grade 8 Jeopardy! Board**, to create the Jeopardy! game template on an overhead transparency or chart paper

IMPLEMENTATION OPTIONS

JEOPARDY! OPTIONS:

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, and 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 8 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 scorekeepers, 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 26–29, Skills Checklist**, to review skills covered in the eighth 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 8 Jeopardy! Board				
Careers	Education Planning	Communication & Networking	Community Makeover	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 8 Jeopardy! Questions					
	Setting Goals/ Education After HS	Careers	Communication & Networking	Community Makeover	Money Matters
\$ 1 0 0	What's the difference between a requirement and an elective?	Name one reason to think about careers while still in middle school.	Tell one way to let people in your network know you appreciate them.	What is brainstorming?	A budget compares income and _____.
\$ 2 0 0	The three Cs of decision-making are: challenge, choice, and _____.	Name two things to consider when choosing a career.	Why is networking important?	What's the purpose of creating committees?	Name two categories that might be included in a budget.
\$ 3 0 0	Why is it important to revisit your goals once you've made them?	What is an annual income?	Name three things you should include when leaving a phone message.	Why is it important for competitors to see the judge's rubric before submitting a proposal?	What is interest?
\$ 4 0 0	Name two things to consider when deciding if a college or tech school is right for you.	What is the purpose of an Interest Inventory (like the Cluster Finder)?	Define "schmoozing" and explain why it's important.	Give two reasons why teens should get involved in community service projects.	Give two reasons why it's important to save money.
\$ 5 0 0	Name three kinds of postsecondary education.	Name a career and describe the education after high school that's required.	Give two tips for having a conversation with someone you don't know well.	Name two factors that make a group project a success.	Give two reasons to keep savings in a bank account.

Grade 8 Jeopardy! Questions Continued

Final Jeopardy!: Communication and Networking

Demonstrate a business-appropriate handshake and list three elements it should include.

A: eye contact, smile, palm-to-palm, a couple of shakes, neither wimpy nor a death grip, say hi (and your name if you're meeting for the first time)

Grade 8 Skills Checklist

Use this page to keep track of the skills you're building.



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
Choose high school courses with a future career in mind.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

CAREERS

I can ...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use RUReadyND.com to do independent research.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Evaluate careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on interviews with people who have the job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

COMMUNICATION AND NETWORKING

I can ...

Make phone calls and write e-mails that are OK for business.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Start and continue a conversation with someone I don't know very well.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Shake hands like a businessperson.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify people in my personal network.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a note thanking someone for his or her help.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

COMMUNITY MAKEOVER

I can ...

Identify needs in my community.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EDUCATION AFTER HIGH SCHOOL

I can ...

List the pros and cons of at least two kinds of postsecondary education.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify things to consider when choosing a tech school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify the type of information that can be found on a college website.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify majors consistent with personal interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can ...

Explain how a budget works.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give reasons why saving money is a good idea.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

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.
