

INTRODUCTION

Lesson Descriptions

Introduction 1: Culture and Procedures

Roads to Success culture, course requirements, grading system, and classroom procedures are introduced.

Introduction 2: Team Building

Students set a personal short-term goal for each Roads to Success goal and examine how they can demonstrate respect, responsibility, and teamwork in Roads to Success.

Introduction 3: Autobiography

Students create an autobiography and examine the importance of self-reflection in making decisions about the future.

PLANNING PYRAMID

GRADE 9 (7–12), Unit 1, Introduction



Some Students Will:

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

Most Students Will:

- Understand how performance will be evaluated and how extra rewards can be earned.
- 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 the procedures for entering and leaving classroom, distributing and storing materials, and turning in/returning homework.
- Describe at least two accomplishments or activities they've enjoyed in the past.

Culture and Procedures

The **BIG** Idea

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

AGENDA

Approx. 45 minutes

- I. Warm Up: Name Tents and Welcome (5 minutes)
- II. Procedures (10 minutes)
- III. Roads to Success Culture (10 minutes)
- IV. Careers in the Real World! (10 minutes)
- V. Wrap Up: Review with a Surprise! (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Roads to Success Overview

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Name Tent Directions
- Facilitator Resource 3, Procedures

MEDIA:

- Futures Channel Career Montage Video (available at <http://www.roadstosuccess.org/documents/Roads%20to%20Success%20montage.wmv>)

- Colored 4 x 6-inch index cards (for name tents)

- Lined index cards (two per student)

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

OBJECTIVES

During this lesson, students will:

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

OVERVIEW

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

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, Name Tent Directions**
 - **Facilitator Resource 3, Procedures**
- 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 on **Facilitator Resource 3, Procedures**.
- 4 x 6-inch cards will be used to make students' name tents. These name tents will be placed on the front of the students' desks until you have learned all of the students' names. You can choose to use different colored card stock for each class or allow students to use markers to write down their information. (The name cards can be stored in the back plastic pocket of their binders to ensure that the students do not lose their cards.)
- You may want to pre-label the binders for your students. One facilitator uses the computer to print out labels for the spines of the binders. Each class gets a different color of label, and names are big enough to be read across the room. (This makes it possible to take attendance by noting which binders are unclaimed.)
- In advance of the lesson, decide on an orderly procedure for distributing Roads to Success Family Introduction Letters (see RTS Program Manual). It will work best to distribute these at the end of class.

BACKGROUND INFORMATION

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

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

VOCABULARY

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

IMPLEMENTATION OPTIONS

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

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

DO NOW:

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

Questions:

1. Prediction: What do you think is the purpose of Roads to Success?
2. List some things you think you might learn or do in this course.

[After the students have answered these questions, they can create their name tents. Then, as a class, discuss the Do Now.]

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

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

- In **Activity III, Roads to Success Culture**, you may go over **Student Handbook page 1, Roads to Success Overview** as a class instead of dividing the students into pairs.
- In **Activity IV, Careers in the Real World**, you may choose to have a few students share one career of interest with the class instead of having students write their responses on index cards.

ACTIVITY STEPS

I. WARM UP: Name Tents & Welcome (5 minutes)

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

II. Procedures (10 minutes)

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

III. Roads to Success Culture (10 minutes)

1. **SAY SOMETHING LIKE:** In a few minutes you will be working with three other students to learn about the rules of Roads to Success. In this class, you will be working in groups or pairs a lot. While the activities will change, there are two rules that you will always need to follow.

[Write the two rules below on chart paper, overhead transparency or on the board. Call on two students to read the rules below and discuss them briefly.]

Rules for Working in Groups (or Pairs):

- Everyone is responsible for his/her work and needs to be working at all times.
 - Make sure that every person in your group has a task to complete. Every person is responsible and will be held accountable for his/her individual task(s).
- Everyone has a right to be heard.
 - Make sure that every person in your group has a chance to contribute.

- When you are working in groups, it is normal to have different opinions. If you disagree with what someone is saying, let him/her finish speaking and then calmly explain why you disagree.

2. **SAY SOMETHING LIKE:** Roads to Success has some things in common with other classes — you have assignments and you're expected to be here every week. But there are also some important things that make Roads to Success very different from your math or social studies class. Please turn to **Student Handbook page 1, Roads to Success Overview**.

[Assign students to groups of three. If your host teacher has identified students who are non-readers, assign a smaller section for them, or make sure that they are paired with a strong reader.]

SAY SOMETHING LIKE: We are going to do a jigsaw reading in groups. In this activity, each person has a very important role. In your groups, each student will read one of the three sections: *Your Mission*, *Your Grade*, or *Your Portfolio*. You will then write down three to five facts you learned about that section on an index card. I will pass out the cards when you begin reading. Once all of your group members have finished their reading, each person will take turns teaching the group about his/her section.

SAY SOMETHING LIKE: You will have six minutes to complete this task. After that time, we will come back as a whole class. Every group will need to share at least two facts with the class. Please write down as many facts as you can so we can make sure we cover them all.

3. [After six minutes, bring students back as a class. For each section (*your mission, your grade, your portfolio, and your rewards*) call on different groups to share one fact they learned and which section it can be found in. Using an overhead, underline each fact that is identified. Highlight any important facts missed during the class discussion.]

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

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

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

2. **SAY SOMETHING LIKE:** It's so great hearing about the ideas you already have about what kind of job you think you might like to have after graduating. One of our goals this year is to explore and learn about new careers that you might enjoy. In a minute, you are going to watch a video that highlights a few careers. While you are watching the video, keep an eye out for careers you have never seen before. You will need to write down the name of one career from the video and a few sentences to explain what you thought about that career.
3. [Before you start the video, give each student an index card. When the video is finished, give students two minutes to finish writing down their thoughts on one career of interest. Tell the students one career you found interesting and explain why. Then call on a few students to share their answers. (See **Implementation Options** for suggestions.)]

V. WRAP UP: Review with a Surprise! (10 minutes)

[Congratulate the students for their hard work today and emphasize how excited you are for the coming classes. Distribute Family Introduction Letters.

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

DO NOW

Introduction 1: Culture and Procedures

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

Questions:

1. Prediction: What do you think is the purpose of Roads to Success?

2. List some things you think you might learn or do in this course.

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**.
- Then place your card on your desk with the name side facing away from you.

PROCEDURES

I. ENTERING THE CLASSROOM

- _____

- _____ will take the attendance

II. BINDERS

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

III. TURNING IN and RETURNING WORK

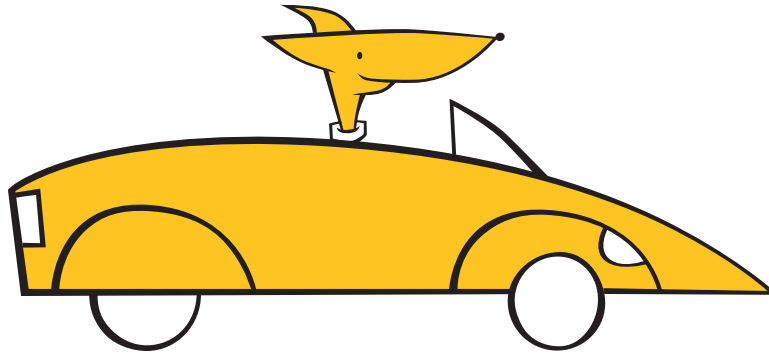
- Where and how do I turn in work? _____

- Work will be returned to me.... _____

IV. EXITING THE CLASSROOM

- _____

Roads to Success Overview



Your Mission

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

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

Your Grade

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

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

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

- Follow Roads to Success rules and procedures.

Your Portfolio

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

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. Respect, Responsibility, and Teamwork (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 2, Respect, Responsibility, and Teamwork
- Student Handbook page 3, Our Destination

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Successful Behaviors

- Laptop and LCD projector (OPTIONAL)

OBJECTIVES

During this lesson, students will:

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

OVERVIEW

In this lesson, the students revisit the procedures from last week. Students then consider real-life and classroom examples of three workplace skills: teamwork, respect, and responsibility. Students will examine the class goals and analyze how each goal relates to them individually. Lastly, the students describe ways that they can demonstrate respect, responsibility, and teamwork in this course.

PREPARATION

- Sign into RUPrepareND.com and type in “carpenter” into the search box at the top right, then press **Go!** Click on **Watch Video** and review a carpenter’s activities. Be prepared to share this one-minute video clip during class. (Note: other photos and information about carpentry may be substituted for those found in RUPrepareND.com.)
- 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 2, Respect, Responsibility and Teamwork**
 - **Student Handbook page 3, Our Destination**
 - **Facilitator Resource 1, DO NOW** (optional)

VOCABULARY

Interpersonal skills: how someone interacts with other people.

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

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

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

Activity II, Respect, Responsibility, and Teamwork: If you feel your students will have difficulty completing **Student Handbook page 3, Respect, Responsibility and Teamwork**, independently, you may prefer to complete this activity as a class. You may wish to address the suggestions for improvement as a role play, with students taking turns as the boss, and you as the carpenter.

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

ACTIVITY STEPS

I. Warm Up: Procedure Review (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]
2. [Review and practice the 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, turn in work, etc.]

II. Respect, Responsibility, and Teamwork (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we discussed how this classroom will operate. Today we need to cover some ground rules to ensure that we are successful. While you are in school and later 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.
2. [Display **Student Handbook page 2, Respect, Responsibility, and Teamwork** on an overhead projector and have students turn to this page in their handbook. Explain that they are about to investigate how respect, responsibility, and teamwork might be demonstrated on the job — or not!]
3. Sign into RUPReadyND.com and type “carpenter” into the search box at the top right, then press **Go!** Click **Watch Video** in the blue box on the right side of the page. After watching the one-minute video, ask students to describe the daily tasks of a carpenter in their own words. This will provide context for the next activity.]
4. [Read through the three paragraphs at the top of **Student Handbook page 2, Respect, Responsibility, and Teamwork** together. Discuss the first situation as an example, and have students complete the remaining examples independently.]
5. [After the students have completed the page, call on a few students to read their suggestions for improvement. Then ask students to think of ways they could show respect, responsibility, or teamwork in a class. Write down their ideas on chart paper. For suggestions, see **Facilitator Resource 2, Successful Behaviors.**]

III. Our Destination (20 minutes)

1. [Display **Student Handbook page 3, Our Destination** using an overhead or chart paper and instruct students to turn to this page in their handbook. Give students 30 seconds to scan the page.]
2. **SAY SOMETHING LIKE:** These eight statements represent our goals for this class. Some of these goals can be accomplished this year, and some, like high school graduation, will take a few years to reach. Today you are going to figure out how each of these goals personally relate to you.
3. [Have a different student read each of the **bolded** statements. Model how to complete two of the eight prompts listed. Read the prompts aloud and fill in your personal answer on the overhead. (Students should not write your answers down.)

Give students 10 minutes to individually complete all eight prompts listed. If they finish early, allow them to share their answers with a partner. (See **Implementation Options** for suggestions.)

After 10 minutes, bring the students back as a whole class. Have a few volunteers share the goal that is most important to them.]

IV. Wrap Up (5 minutes)

1. [Have a volunteer read **The Big Idea**. Ask students to identify the skill (respect, responsibility, or teamwork) that they struggle with the most. On the back of **Student Handbook page 2**, have students list two ways to improve their own behavior to help the class succeed. Then explain to the students that next class they will identify some of their past interests and achievements, which is the first step in figuring out what jobs they'll love in the future.]

DO NOW

Introduction 2: Team Building

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

Questions:

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

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

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

Successful Behaviors

1. RESPECT

- Treat other people the way you want to be treated.
- Listen to what other people have to say.
- Use polite language.
- Accept that it's OK for people to have different opinions.
- Look at people when they're speaking.

2. RESPONSIBILITY

- If you don't understand, ask.
- Come to class prepared with the necessary supplies — paper, pen, or pencil, and completed homework assignments.
- Do your work.
- Clean up after yourself.
- Follow the classroom procedures.

3. TEAMWORK

- Think about what's best for the class, not just what's best for you.
- Do your part of the work.
- Participate in discussions.
- Keep the goals of the class in your mind.
- Raise your hand and wait your turn before speaking. It shows people that their ideas matter too.

RESPECT, RESPONSIBILITY, AND TEAMWORK



You are the owner of a small construction company. You hire a carpenter to be part of the team that's building a house. He's got lots of experience, but his workplace behavior is unprofessional.

Below is a list of problems you observe. Decide whether each problem is an issue of respect, responsibility, or teamwork. (You may circle more than one answer.)

The next step is to let him know what you expect on the job. Make notes in the third column that will remind you of what you want to say.

Carpenter's behavior	Problem with? (Circle all that apply.)	What improvement is needed?
1. The carpenter decides that the architect's plan isn't very exciting, and adds a porch as a special surprise.	Respect Responsibility Teamwork	
2. The carpenter finishes his work early, so he takes the heavy equipment for a spin around the job site.	Respect Responsibility Teamwork	
3. The carpenter is eager to finish up for the day. He's forgotten his level, but he can see that the floor line is even. No need to measure!	Respect Responsibility Teamwork	
4. A co-worker calls the carpenter an idiot. The carpenter storms off the job.	Respect Responsibility Teamwork	

Our Destination

1. **We will figure out what we like and what we are good at. We will use this information to give us ideas about future jobs.**

- Some things I'm good at are...

2. **We will explore careers and find potential matches for every person in the class.**

- Some of the careers I'm interested in are...

3. **We will practice the kind of behavior that's desirable in the workplace.**

- One thing I do that might annoy a boss is...

4. **We will set goals and make clear plans for reaching them.**

- One goal I'd like to work on is...

5. **We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.**

- After graduation, I plan to...

6. **We will learn how to find and keep a job.**

- One concern or question I have about finding a job is...

7. **We will learn strategies for managing our own money.**

- My biggest money issues are...

8. **We will all graduate from high school.**

- My top reason for staying in high school is...

Autobiography

The **BIG** Idea

- What clues do my past interests and accomplishments give about my future?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Autobiographies (25 minutes)
- III. Autobiography Bingo (10 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook pages 4 and 5, Autobiography

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Sample Bios
- Facilitator Resource 3, Autobiography Rubric
- Facilitator Resource 4, Autobiography Bingo Card.

- Facilitator Bio, one copy per student

OBJECTIVES

During this lesson, students will:

- Create an autobiography and understand the importance of self-reflection in making decisions about the future.
- Examine the experiences and skills of their fellow classmates.

OVERVIEW

In this lesson, the students will review strategies for demonstrating respect, responsibility, and teamwork in class. The facilitator shares a brief autobiography in narrative form, and the students respond by creating autobiographies of their own. Lastly, students will participate in an interactive bingo game to learn more about their classmates.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- Write up a one-page autobiography about yourself and make a copy for each student. (See **Facilitator Resource 2, Sample Bios** and **Facilitator Resource 3, Biography Rubric.**)
- The following handout needs to be made into overhead transparency or copied onto chart paper:
 - **Facilitator Resource 1, DO NOW** (Optional)
 - **Facilitator Resource 4, Autobiography Bingo Card**
- Make copies of **Facilitator Resource 4, Autobiography Bingo Card** (one per student).

VOCABULARY

Autobiography: The story of your life told by you.

IMPLEMENTATION OPTIONS

DO NOW

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

Questions:

1. Explain one way to demonstrate respect, responsibility, and teamwork in a workplace setting.
2. Why are those skills important for this course?

[Give the students three to four minutes to answer these questions. Then have a few students share their responses with the class.]

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Last class we discussed three workplace skills: respect, responsibility, and teamwork. What were some ways you could demonstrate respect, responsibility, and teamwork in a workplace? [Allow students time to respond.]

We also talked about why these skills are important to this course. Can anyone give a specific example of how to show respect, responsibility, or teamwork in this course? [Allow students time to respond.]

II. Autobiographies (25 minutes)

1. **SAY SOMETHING LIKE:** Today each of you will reflect on your own individual strengths and accomplishments. One way to figure out where you want to go in the future is to look at what's been enjoyable to you in the past. In just a few minutes, you're going to have the opportunity to reflect on your life, who you are, where you've been, and where you are going. Before you get started on that, I wanted to share my own autobiography with you.

[Read the brief autobiography you've created about yourself. Then have students describe what major things they learned about you. If desired, you can list this information on chart paper to help organize your students' thoughts.]

2. **SAY SOMETHING LIKE:** Turn to **Student Handbook pages 4 and 5, Autobiography**. This is your chance to describe yourself. I'll be reviewing your autobiographies to learn more about each of you, but they are also an important record for you. In a few weeks, we are going to research careers. Knowing your interests and skills is the first step to finding a career that would be a good fit.

[Have a student read the directions from the top of **Student Handbook page 4, Autobiography** (first page).]

Since you are only answering two questions, each response should be well thought out and detailed. Plan on writing one or two paragraphs for each question. Of course, you can always write more if you want to. You will have 15 minutes to work on your autobiography.

3. [Circulate around the class while the students are working. If students finish their autobiographies early, they can share their responses with a partner. When all of the students are done, see if any students are willing to volunteer to read one of their responses to the class.]

III. Autobiography Bingo (10 minutes)

1. **SAY SOMETHING LIKE:** I am really impressed at how well you all worked on your autobiographies. Now we are going to play a game to help you get to know a little more about each other. The name of our game is “Autobiography Bingo.” [Distribute **Facilitator Resource 4, Autobiography 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 “Autobiography 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 (or display it using an overhead projector) to show them that they can get bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]

[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.]

[Ask if there are any questions, and when everyone is ready, shout, “Go!” Walk around the room to make sure everyone’s playing by the rules.]

3. [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 playing until you have second and third place winners.]

IV. Wrap Up (5 minutes)

1. [Have a student read the **BIG IDEA** and ask for a few volunteers to share an interest or accomplishment that could lead to a possible career path.]
2. [Tell the students that they have completed their first unit with Roads to Success. Thank them for their hard work and explain that next week they will be starting the Setting Goals unit. In this unit, they will need to look at their strengths and weaknesses to create a concrete plan for reaching a goal.]

DO NOW

Introduction 3: Autobiography

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

Questions:

1. Explain one way to demonstrate respect, responsibility, and teamwork in a workplace setting.

2. Why are those skills important for this course?

K'S MIDDLE-SCHOOL CAREER BIO

I knew two things about careers by the time I was in middle school. The first was that I wanted to teach. I had a great second-grade teacher who brought the world into our classroom. There was a stuffed animal who quoted “thoughts” for the day, and we played bingo to learn our math facts. When I became a teacher, I tried to recreate the magical world of my second-grade classroom.



The second thing I knew was that I loved art. For our sixth-grade play, we had to become a character who might ride on the New York City subway. I chose “artist.” I wore a smock and a beret and carried a palette and paintbrush, which was what I thought an artist would look like. I spent a lot of my spare time working on construction-paper creations and sewing projects. Although I never became an artist, “art” has found its way into nearly every job I’ve ever had.

TONI'S BIO

Dear Roads to Success Students:

I can't wait to meet all of you!

Here are some things you should know about me. I grew up in a small town in Ohio, right by Lake Erie. I'm the oldest child in my family and have two younger sisters: Niki is 24 and Danielle is 21. Both of them still live in Ohio, and so do my Dad and stepmother. Niki just finished spending a year working on a cruise ship and traveling all over the world, and Danielle is currently taking classes at Cleveland State University.

After I graduated from high school, I got a scholarship to go to a small college in Minnesota, so I moved to Minneapolis. After college, I spent a year working in Minnesota, and then moved to New York to take a teaching job in the Bronx. I taught 7th grade my first year, and 6th grade my second year.

I moved back to Minnesota this fall but found out that I really miss New York City! I'm really excited to be moving back.

In my free time, I like to do a lot of different things. I LOVE to read. I like to run, take walks in the city, hang out with my friends, dance, cook, and go to the movies. I just learned how to knit and have been busy making scarves and hats for everyone I know. I like to play soccer and chess, and I love puzzles. I travel as much as I can — this past summer I went to Turkey and some other countries in Eastern Europe. I also like taking short vacations like spending the weekend in Washington, D.C.

I'm very excited to be joining Roads to Success, and to have the opportunity to work with all of you. Be warned, however, that I don't put up with any excuses from my students! I expect all of you to work hard and to the absolute best of your abilities. I look forward to meeting all of you very soon.

Sincerely,

Ms. K



Autobiography Rubric

This rubric is an additional resource for facilitators. After you have written a draft of your autobiography, rate your piece with the questions below, and rewrite as needed.

- | | | | | |
|---|-----------------------------|-----------------------------------|--|---|
| Does my autobiography focus on education and career development? | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> To a great extent | <input type="checkbox"/> Couldn't be better |
| Have I included enough details to give a clear picture of who I am? | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> To a great extent | <input type="checkbox"/> Couldn't be better |
| Is the language inviting and age-appropriate? | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> To a great extent | <input type="checkbox"/> Couldn't be better |
| Will the information I've included be interesting to adolescents? | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> To a great extent | <input type="checkbox"/> Couldn't be better |
| Have I presented myself in a professional manner? | <input type="checkbox"/> No | <input type="checkbox"/> Somewhat | <input type="checkbox"/> To a great extent | <input type="checkbox"/> Couldn't be better |

Note: This rubric is not designed to be used for the student biographies.

AUTOBIOGRAPHY BINGO CARD

Has same number of siblings as me	Does chores at home	Likes pepperoni pizza	Has performed on stage	Has same number of letters in first name as me
Has a dog	Wearing green	Has same career interests as me	Ate cereal for breakfast	Good with tools
Has same math teacher as me	Plays a sport	FREE	Studies/ speaks another language	Plans to go to college
Wearing sneakers	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	Has same color hair as me	Likes to eat veggies

