

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 for download at...
<http://www.roadstosuccess.org/documents/Roads%20to%20Success%20montage.wmv>)

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

- Lined index cards (2 per student)

- Family Intro Letters (one class set)

OBJECTIVES

During this lesson, students will:

- Recognize the purpose of participation 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 pockets of the 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 colored label, and names are big enough to be read across the room. (This makes it possible to take attendance by noting which binders are unclaimed.)
- In advance of the lesson, decide on an orderly procedure for distributing Roads to Success Family Intro Letters (see **Roads to Success Program Manual**). It will work best to distribute these at the end of class.

BACKGROUND INFORMATION

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

In combination, the first three lessons should pique student interest in the program, establish basic expectations, rules, and procedures, and create opportunities for 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, 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, an 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.

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

[Assign students to groups of three. If your host teacher has identified students that 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 what 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 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 year. Distribute Family Intro Letters.

Ask for two volunteers to explain what they learned from today's lesson and/or things they are excited to do in this course. Tell them that next week they 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/activity**.
- 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

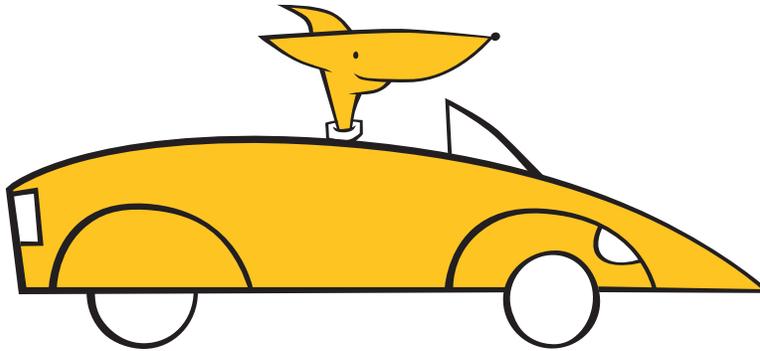
- Where and how do I turn in work? _____

- 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.

