

Facilitator's Guide:

Grade 7
2010-11

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INTRODUCTION

Lesson Descriptions

Introduction 1: Culture and Procedures

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

Introduction 2: Teambuilding

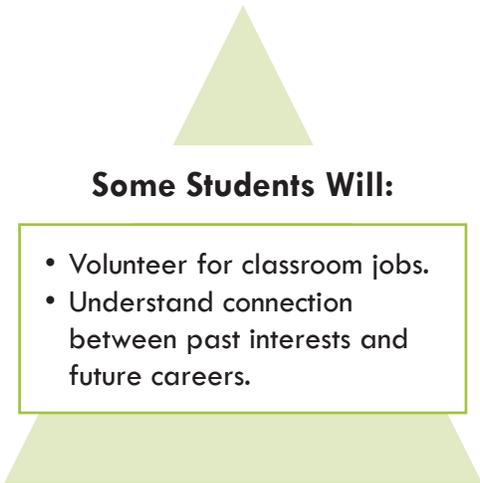
Students examine how they can demonstrate Teamwork, Respect and Responsibility in RTS.

Introduction 3: Artifacts and Autobiographies

Students will create an autobiography and identify a past accomplishment, and examine the importance of self-reflection in making decisions about the future.

PLANNING PYRAMID

GRADE 7, 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.
- Bring in an artifact that provides evidence of past accomplishment.
- 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 of not observing these rules.
- Know 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, Procedures
- Student Handbook page 2, Roads to Success Overview

 FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Name Tent Directions

 MEDIA:

- Futures Channel Career Montage Video (available at <http://www.roadstosuccess.org/materials/video>)
- Colored 4" x 6" index cards
- Lined Index cards (2 per student)
- Family Intro Letters (one class set, available at <http://www.roadstosuccess.org/materials/manual>)

OBJECTIVES

During this lesson, students will:

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

OVERVIEW

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

PREPARATION

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

BACKGROUND INFORMATION

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

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

VOCABULARY

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

IMPLEMENTATION OPTIONS

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

“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the _____. (This could be the board or chart paper or an overhead. Pick the spot that will be the easiest for you to implement). **It will be in this spot every class. You will need to write your answers on a _____.** (This could be an index card or blank sheet of paper. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.) **You will have __ (probably around 3) minutes to complete this assignment. I will be collecting it every class.** (If you decide to do that.) **Are there any questions?”**

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

- In **Activity II, Procedures and Roads to Success Culture**, you may go over **Student Handbook pages 2, Roads to Success Overview** as a class instead of dividing the students into pairs.
- In **Activity III, Career Video**, you may choose to have a few students share one career of interest with the class instead of having students write their responses on index cards.

ACTIVITY STEPS

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

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

II. Procedures (10 minutes)

1. **SAY SOMETHING LIKE:** If we're going to accomplish our goals, we have to be completely organized — just like a well-run business. Let's talk about a few ways to make this happen.
2. Have the students turn to **Student Handbook page 1, Procedures**. Go over each procedure, instructing the students to complete each statement with you as you model on the overhead.
3. To practice these procedures, demonstrate an incorrect behavior for each procedure and have the students observe your behavior. Then call on students to explain how accurately (or inaccurately) you completed the tasks. Ask for volunteers who can model each procedure correctly.

III. Roads to Success Culture (10 minutes)

In this activity students learn about the Roads to Success mission, how they will be graded, and the purpose of their portfolio, as well as the rewards they can earn. To make this interactive, assign pairs of students to read each section: *Your Mission*, *Your Grade*, and *Your Portfolio*. (This will mean that multiple pairs will have the same section.)

1. **SAY SOMETHING LIKE:** In this class, you will be working in pairs a lot. While the activi-

ties will change, there are two rules that you will always need to follow. In a few minutes you and a partner will be working together to learn more about Roads to Success.

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

Rules for Working with a Partner:

- Everyone needs to be working at all times.
 - Make sure that both people in your pair have a chance to contribute. You are both responsible for completing the task. This may mean that one person is writing down the facts, while the other person is reading the section aloud.
- Everyone has a right to be heard.
 - When you are working in pairs, it is normal to have different ideas or opinions. Part of the benefit of working in pairs is to hear someone else's thoughts. If you disagree with what the person is saying, let him or her finish speaking and then calmly explain why you disagree with his or her answer.

2. **SAY SOMETHING LIKE:** There are some things that make this class like other classes you take in school – you have assignments, you're expected to be here every week – but there are also some important things that make Roads to Success very different from your math or social studies class. Please turn to **Student Handbook page 2, Roads to Success Overview**. Each of you has been assigned a partner. Every pair will be responsible for reading one section and then writing down 3-5 facts they learned about that section. Your facts should be written down on an index card. As you begin reading, I will walk around and pass out the index cards.

You will have 5 minutes to complete this task and I will be timing you to keep track of this. After 5 minutes, we will come back together as a class. Each pair will need to share one fact they learned from their section. Please write down as many facts as you can so we can make sure we cover them all.

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

3. Assign each pair a section. After 5 minutes get all the students back into one group and remind them that each group will be sharing only one fact and that no facts should be repeated. Tell the students that the recorder from each group will need to look at their list and put an X next to each statement that has already been said, so that no facts are repeated. Have the presenter from each pair share their fact.

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

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

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

[If students answer “Go to 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 we might enjoy, whether or not we have an idea of what career we think is right for us. In a minute, you are going to watch a video that highlights a few careers. While you are watching the video, keep an eye out for careers you have never seen before. After the video, you will need to write down the name of one career from the video and a few sentences to explain what you thought about that career.
3. Before you start the video, give each student an index card. When the video is finished, give students two minutes to finish writing down their thoughts on one career of interest. Tell the students one career you found interesting and why. Then call on a few students to share their answers. (See **Implementation Options** for suggestions.)

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

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

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

DO NOW

Welcome to Roads to Success!

NAME TENT DIRECTIONS: You will have *TWO* minutes to complete the tasks below.

- Fold the card you were given at the door, in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use **large, dark letters** so that your name can be seen clearly.
- Write your **birthday** on the back of the card.
- On the inside of the tent, write your **favorite thing to do/activity**.
- Then place your card on your desk with the name side facing away from you.

PROCEDURES

I. ENTERING THE CLASSROOM

- I will enter my Roads to Success classroom and... _____

- _____ will take the attendance

II. BINDERS

- My Roads to Success binder will be stored _____
- I will get my binder by... _____

- My binder will be put back in its place by... _____

III. TURNING IN and RETURNING WORK

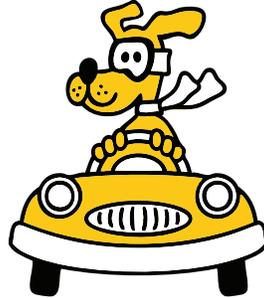
- Where and how do I turn in work? _____

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

IV. EXITING THE CLASSROOM

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

Roads to Success Overview



Your Mission

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

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

Your Grade

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

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

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

- Abide by Roads to Success Procedures and Rules.

Your Portfolio

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

Teambuilding

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

PORTFOLIO PAGES:

- Portfolio page 1, My Artifact of Achievement

STUDENT HANDBOOK PAGES:

- Student Handbook page 3, Respect, Responsibility and Teamwork
- Student Handbook page 4, My Artifact of Achievement Description

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Teambuilding
- Facilitator Resource 2, Successful Behaviors
- Facilitator Resource 3, Our Destination
- Facilitator Resource 4, Our Destination: Fill in the Blank Sentences
- Facilitator Resource 5, Our Destination Missing Words
- Facilitator Resource 6, Debriefing Our Destination

Laptop and LCD projector (OPTIONAL)

Chart paper

30 Plastic Bags

Scissors

Cardstock or regular paper for copies

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, students revisit the procedures from last week. They then examine real-life and classroom examples of three workplace skills: Teamwork, Respect, and Responsibility. To figure out the class goals, students participate in a teambuilding activity. The students then evaluate their group work to examine ways that Respect, Responsibility and Teamwork can be demonstrated in this course.

PREPARATION

- Log on to IHaveAPlanlowa.gov (www.IHaveAPlanlowa.gov) and click on the **Career Planning** tab and then click on the **Explore Careers** section. Type “carpenter” into the **Search for** box and click **Go!** Select the Carpenter profile, then click on **Watch Video** and re-view 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 on IHaveAPlanlowa.gov.)
- 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, Respect, Responsibility and Teamwork**
 - **Student Handbook page 4, My Artifact of Achievement Description**
 - **Facilitator Resource 1, DO NOW: Teambuilding (optional)**
 - **Facilitator Resource 3, Our Destination**
 - **Facilitator Resource 6, Debriefing Our Destination**
- You will need to make copies of the following handouts:
 - **Facilitator Resource 3, Our Destination** (one per student)
 - **Facilitator Resource 4, Our Destination Fill in the Blank Sentences**
 - **1 copy for each group of four students printed on card stock** (cut into sentences, with each set in a plastic bag)
 - **1 copy for each group of four students on regular paper** for students to write on.
 - **Facilitator Resource 5, Our Destination Missing Words**
 - **1 copy for each group of four students printed on card stock** (cut into word cards, with each set in a plastic bag)

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 answer on index cards.

Question:

SAY SOMETHING LIKE: Welcome back to your second Roads to Success class!! You should all be familiar with our three procedures: entering the classroom, passing out binders, and exiting the classroom. Your task for the next 3 MINUTES is to imagine you are teaching **ONE** of these procedures to a group of fourth graders. You may need to draw pictures and you'll have to use simple vocabulary to explain your answers so the younger students can understand what to do. You can use your notes from last class to help you, but you must put the procedures in your own words.

[After three minutes call on students to read out 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.

Activity III, Our Destination, has two purposes. The first purpose is to review the eight RTS class goals and the second is to coach the students on what good teamwork looks like. This may mean allowing students to experience conflict while completing the task, which is discussed and resolved during debriefing. If you think your students will have trouble managing this, choose the following adaptation, which shifts the focus to class goals. Copy and laminate **Facilitator Resource 3, Our Destination** and **Facilitator Resource 4, Our Destination Fill in the Blank Sentences** (one per pair). Students can work in pairs to fill in the missing words by crossing out their selections on **Facilitator Resource 4** and recording their answers on **Facilitator Resource 3**. If you laminate these sheets, they can be reused in each class by wiping the sheets clean.

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 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. Respect, Responsibility and Teamwork (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we discussed how this class will operate. Today we are going to learn about the topics we will be studying this year. But before we go over the things you will be learning 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 3, 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 in to the IHaveAPlanlowa.gov (www.IHaveAPlanlowa.gov) and click on the **Career Planning** tab and then on the **Explore Careers** section. Enter “carpenter” in the **Search for** box. Select the Carpenter career profile, then 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 3** 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. For this activity students will be working in groups of four. Each group will be given one plastic bag (See **Preparation** section). Give the students 10 minutes to complete this activity.
2. **SAY SOMETHING LIKE:** Last week you were given a preview of some of the topics that we'll be studying this year; today we are going to learn what our goals are for this course. But there is a little twist. Rather than getting the goals from me, you are going to figure them out with three other people.
 - Each group is going to be given one plastic bag. Inside you will find the sentences that describe our goals, but some words are missing. Your job is to work together as a group to correctly fill in the blanks. You must also record your answers on the sheet provided to you. (**Facilitator Resource 4, Our Destination Fill in the Blank Sentences.**)
 - My only rule is that you must keep your voice to a low level. You have 10 minutes to complete this task. Good Luck!
3. You may want to model the appropriate level of noise. Do not give them any directions on dividing up tasks or how to treat one another. You will be debriefing their interactions after the activity. This can be made into a competition where the first team to correctly match up all eight of the goals will win a prize.
4. Once a few groups have completed the task, stop the class and go over their answers. Pass out **Facilitator Resource 3, Our Destination**. Instruct the students to put this at the very front of their student handbook.
5. **SAY SOMETHING LIKE:** Figuring out where you want to go and how to get there is no small task. Fortunately we have all year to work together as a class to help us achieve these goals.
6. Project the **Facilitator Resource 6, Debriefing Our Destination** on an overhead or on large chart paper. Read each question aloud and allow students to respond/discuss each question. You may want to cover up the questions so students can only see one at a time. Allow roughly 10 minutes for this discussion.

Debriefing Questions:

1. How were group decisions made in completing this activity? Were everyone's ideas heard equally? Explain.
2. Was anyone left out? Why?
3. Did anyone stand out as a leader during the activity? How did the group respond to this leadership?
4. How did people in the group talk to each other? Was anyone criticized or put down?
5. Can you think of a specific example when the group cooperated in completing the activity? How did it feel?

IV. Wrap Up (10 minutes)

1. Place **Student Handbook page 4, My Artifact of Achievement Description** on an overhead and refer students to this handout along with **Portfolio page 1, My Artifact of Achievement**. Explain that this is one of those rare occasions when there is Roads to Success homework. Explain that next week, you'd like students to provide evidence of something they've accomplished in the past. Read the instructions aloud and answer any questions students might have. Explain the reward you've designated for completed homework and the importance of sharing this information with the class next week.

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 okay 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, homework assignments completed.
- 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 mind.
- Raise your hand and wait your turn before speaking. It shows people that their ideas matter too.

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.

Our Destination: Fill in the Blank Sentences

Directions: In your groups you will need to work together to figure out what words correctly complete the sentences below. Every group will be given a plastic bag with the missing words. Each word or phrase is only used once.

1. We will _____ what we like and are _____ at. We will use this information to give us ideas about future jobs.
2. We will explore _____ and find potential matches for _____ in the class.
3. We will practice the kind of behavior that's desirable in _____.
4. We will set _____ and make _____ for reaching them.
5. We will make a _____, year-by-year plan starting in _____ and ending two years after high school.
6. We will learn _____ and keep a job.
7. We will learn _____ our own money.
8. We will all _____ high school.

Our Destination Missing Words

careers

graduate from

good

the workplace

goals

step-by-step

every person

middle school

how to find

strategies for managing

clear plans

figure out

Debriefing Our Destination

1. How were group decisions made in completing this activity? Were everyone's ideas heard equally? Explain.
2. Was anyone left out? Why?
3. Did anyone stand out as a leader during the activity? How did the group respond to this leadership?
4. How did people in the group talk to each other? Was anyone criticized or put down?
5. Can you think of a specific example when the group cooperated in completing the activity? How did it feel?

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	

My Artifact of Achievement Description

We all keep things that help us remember big moments in our lives – places we've been, people we've met, things we've done. For this assignment, choose an artifact that shows your achievements, interests, or skills.

The list below should get you started. Check in with your teacher if there is something that you would like to bring in that you do not see on this list.

LIST OF POSSIBLE ARTIFACTS

- A school assignment you are proud of
- A photo of yourself that says something about your personality or interests
- An award (Honor Roll or Most Improved Student; Sports; Music; Art; Community)
- A document that shows your interests at any age (examples: instructions on setting up your computer, a picture of yourself catching your first fish, the program from your kindergarten ballet recital)
- The cover of your favorite CD or DVD
- The most interesting e-mail you ever wrote (appropriate for school, of course)
- Pictures of family members or friends who are important to you
- Postcards from somewhere you've visited or plan to visit

We all keep things that help us remember big moments in our lives. Use this page to describe your artifact and the moment you want to remember.



My Artifact of Achievement

Write a paragraph that explains why your artifact is important to you. Use the questions below to guide you. After you've answered the questions, write your paragraph on the bottom of this page.

GUIDING QUESTIONS

1. When did you receive this artifact? How old were you?

2. What did you do, or what happened that allowed you to get this item?

3. Why is this item important to you?

4. Why did you want to include it in your portfolio?

Artifacts and 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. Recognizing our Artifacts (10 minutes)
- III. Autobiographies! (25 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 1, My Artifact of Achievement (from previous lesson)
- Portfolio pages 2 and 3, Autobiography

STUDENT HANDBOOK PAGES:

- Student Handbook page 4, My Artifact of Achievement Description (from previous lesson)

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Artifacts and Autobiographies
- Facilitator Resource 2, Sample Bios
- Facilitator Resource 3, Biography Rubric

Facilitator Bio, one copy per student

4 x 6 colored index cards

(or card stock or colored paper)

Index cards (for student responses)

Masking Tape

OBJECTIVES

During this lesson, students will:

- Create an autobiography and identify a document or item that represents a previous accomplishment.
- Understand the importance of self-reflection in making decisions about the future.

OVERVIEW

In this lesson, the students will review strategies for demonstrating Respect, Responsibility and Teamwork in class. Then share a brief autobiography in narrative form and have the students respond by creating autobiographies of their own.

PREPARATION

- List the day's **Big Idea** and activities on the board.
- Create an overhead transparency or copy onto chart paper **Facilitator Resource 1, DO NOW: Artifacts and Autobiographies** (if used in class).
- Write a 1-page autobiography about yourself and make a copy for each student (See **Facilitator Resource 2, Sample Bios**).
- Create 12 cards (on colored paper/card stock). On one side of the card is a letter (start with letter A and go through L). On the other side of the card write the name of any career (it doesn't have to begin with the letter on the front).

VOCABULARY

Autobiography: The story of your life as 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.

Questions:

1. What were the three workplace skills we discussed last week?

2. Briefly, explain one time during last week's teambuilding activity when a group member demonstrated one of those skills.

Give the students 3-4 minutes to answer these questions. Then have students share their answers for question 3—this will serve as a way for the students to publicly recognize each other's accomplishments.

For the Career Card Game in **Activity I**, create career cards with the name of the career on the back of the card and a picture of someone working in that career on the front. Place the 12 cards into a file folder and invite a few students to the front of class to randomly choose a card (this should be done without looking into the folder). This can be done with a lot of mystery and fanfare. Then announce that the students' selections will be their future careers. Have the students talk about why they would or would not want that career.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. SAY SOMETHING LIKE:

- What were the workplace skills we discussed last week?
- Briefly, explain one time during last week's teambuilding activity when a group member demonstrated one of those skills.

2. To better prepare your students for the autobiography activity you are going to play a short game with them. Here are the instructions:

- On the board, post your letter/career cards (A-L). Have the letter side facing the students, keeping the careers hidden.
- Have four volunteers come up to the board and pull off a card. Tell them to turn their card over and inform them that the name on the card is now their career. Allow them to explain their feelings about that decision. Are they happy? Are they upset? Did they think this process of picking a career was fair? Why or Why not?

Note: See **Implementation Options** for another suggestion.

II. Recognizing our Artifacts (10 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.

2. Ask students to take out their artifacts and turn to **Portfolio page 1, My Artifact of Achievement**. Assign students to groups of four, and have each student discuss questions 1-4 with their group members. (If students have not completed the written questions on their portfolio page, they should think about an artifact that has meaning for them and discuss it in their groups.) Explain that once all of the students have presented their artifacts, each group must choose one artifact to be presented to the entire class. After the group discussions, give each group 30-60 seconds to present the chosen artifact to the class.

Note: If few students bring in artifacts, this can be done as a whole-class activity rather than in groups.

III. Autobiographies! (25 minutes)

1. **SAY SOMETHING LIKE:** It is so exciting to hear about all of the great things you all have achieved. Your artifacts are just one sign of your success. In just a few minutes, you're going to have the opportunity to reflect about 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.

(Share several artifacts of your own and allow students to speculate about their significance. Pass out copies of your biography. Then have them read the brief bio you've created about yourself to see if they were right. See **Facilitator Resource 2, Sample Bios** and **Facilitator Resource 3, Biography Rubric**.)

4. If you have not already walked your students through their portfolio, ask them to turn to the **Portfolio page 1, My Artifact of Achievement** and select someone to read it aloud. Next, turn to the Table of Contents, and explain that the portfolio is divided by units. Explain that not every unit has portfolio pages.
5. **SAY SOMETHING LIKE:** Turn to **Portfolio pages 2 and 3, Autobiography**. This is your chance to describe yourself. I'll be reviewing your autobiographies to learn more about each of you. You might find some of these questions challenging to answer. If you do, great! That means that you're really thinking about them and that you're more likely to learn something new about yourself. If you find some of the questions difficult, just give yourself a few minutes to think quietly until a good answer occurs to you.
6. Before the students work independently for the autobiographies, model the first two questions using your own experiences or ask student volunteers to give their answers. Write the answers on the board and have the class evaluate the answers: Were they detailed? Did it sound like the author really thought about the answer? Once the students seem comfortable with answering the questions on their own, have them begin their independent work. (Estimated time required: 5-8 minutes = teacher reads bio and gives directions and modeling of autobiography; 10 minutes = students work on their autobiography questions.) If students finish their autobiographies early, they can share their autobiographies with a partner.

IV. Wrap Up (5 minutes)

1. See if any students are willing to volunteer to read a portion of their autobiography to the class. After students have read their autobiography ask them what they learned about themselves. How is this information going to become important when we get to our Careers unit?
2. Thank the students for their hard work and explain that in a few weeks they will be examining their skills and interests to research a career that would be a good fit for them.

DO NOW: Artifacts and Autobiographies

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. What were the workplace skills we discussed last week?

2. Briefly, explain one time during last week's teambuilding activity when a group member demonstrated one of those skills.

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 does 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 worked at M.S. 113, which isn't too far from P.S. 89, on Barnes Avenue near Gun Hill Road. 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



Biography Rubric

This rubric is intended as 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 bio 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.

What kind of work will you enjoy in the future? Discover clues by describing who you are today.



Autobiography

My Name: _____

My Grade: _____

My Class #: _____



On a perfect Saturday, I would



Compared with other kids my age, I'm really good at



My favorite subject(s) in school are



My favorite magazine, comic book or novel is

because



If I could have any job when I grow up I would become a

because

Another job I might like to try is

because



If I were in charge of the world, the first thing I would do is

because

Here are some more important things about me:

****Draw a picture of yourself on a separate page. It may not show exactly how you look, but it should include details about the kind of person you are. ****

SETTING GOALS

Lesson Descriptions

Setting Goals I: Setting Goals I

How can setting goals improve my schoolwork?

Setting Goals 2: Setting Goals II

What do I do when a roadblock gets in the way of reaching my goals?

PLANNING PYRAMID

GRADE 7, Unit 2, Setting Goals



Some Students Will:

- Seek further help in remedying academic deficits.

Most Students Will:

- Identify an adult with whom they can discuss completing their goals.

All Students Will:

- Use a checklist to evaluate their own study habits.
- Choose one study habit for improvement, and set a goal one month away.
- Identify possible roadblocks to reaching their goals, and steps to overcome them.

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?

A best-selling book, "The 7 Habits of Highly Effective Teens," by Sean Covey, gives 7 simple rules for teen success.

Number 2:

Begin with the end in mind.

(Set goals.)

Goal-Setting Tips

Olympic athletes do it. So do restaurant managers and weight-watchers. Successful people set goals, whether it's gold medals won, burgers sold, or pounds lost.

Goal-setting is a skill that's at the heart of the Roads to Success program. It's the reason we encourage students to explore careers, consider their options after high school, and describe their future plans.

You can help your kids learn to set goals by showing them how you do it—from daily chores (like bill-paying and housecleaning) to long-term projects (like saving for a big purchase or planning a family vacation.)

Here are some goal-setting tips to share with your kids:



1. **Write your goal down.**
2. **Be positive.** (For example, "I'll get a C or better in math" rather than "I won't fail math".)
3. **Be specific** so you can tell if you've kept your promise to yourself. ("I'll go to the gym from 5-6pm every Monday, Wednesday, and Friday.")
4. **Give yourself a deadline**, and make

it close enough so you're inspired to get going.

5. **Get help**, even if it's just someone to report your progress to. (Professional athletes have coaches, why shouldn't you?)
6. If you've worked on the same goal in the past and haven't been able to follow through, try to think about what went wrong. **Make smaller goals to stay focused.**
7. **Track your progress.** If you don't succeed at first, change your plan and try again.

"What do you want to do? How can I help you reach your goal?" These are two of the most important questions a parent or teacher can ask.

Grade by Grade: Goals in the Classroom

In Grade 7, Roads to Success students identify concrete steps they can take to get better grades.

- Attend school every day.
- Arrive on time.
- Write down home-

work assignments.

- Complete projects and assignments.
- Ask for extra help if needed.
- Participate in class.
- Set aside a time and place to study.

Each month, students identify one area they'd like to improve. Four weeks later, they check in to see if they accomplished their goals.

For more info about the program, visit us at www.roadstosuccess.org.

Setting Goals

The **BIG** Idea

- How can setting goals improve my schoolwork?

AGENDA

Approx. 45 minutes

I. Warm Up: I believe I can fly! (10 minutes)

II. Making a Plan (15 minutes)

III. What's Your Goal? (15 minutes)

IV. Wrap Up: Don't Go It Alone! (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 4-8, Seventh Grade Goals

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Setting Goals 1
- Facilitator Resource 2, Lizanne's Steps
- Facilitator Resource 3, Lizanne's Steps (Answer Key)
- Facilitator Resource 4, Lizanne's Plan

MEDIA:

- Reading Rainbow, Ruth's Law Thrills a Nation, "Flying Solo" segment featuring Lizanne (available at www.roadstosuccess.org/materials/video)

Copies of Academic Resource List (see Preparation)

Planner/agenda

Overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize the need to plan to reach a goal.
- Consider a list of good study habits and choose one as a short-term goal achievable within one month.

OVERVIEW

In this lesson, students will discover the value and the process of setting goals. They'll begin by watching a Reading Rainbow segment featuring Lizanne Neptune, a 17-year-old teenager from Brooklyn (originally from Trinidad) who has already realized her childhood goal of being a pilot. Then they will discuss the importance of making a plan to reach your goals, and work in pairs to organize a plan that Lizanne may have followed to become a pilot. Next, students will reflect on their own study habits and set a goal for improving one during the following month. Finally, students will identify two people who can offer support and encouragement as they work towards their goals.

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 , Lizanne's Steps**
 - **Facilitator Resource 3, Lizanne's Steps (Answer Key)**
 - **Portfolio pages 4-8, Seventh Grade Goals**
- Copy and laminate **Facilitator Resource 4, Lizanne's Plan** (one class set)
- For the **Warm Up**, reserve DVD player or visit www.roadstosuccess.org/materials/video to download video.
- Download the Reading Rainbow Ruth Law Thrills a Nation "Flying Solo" segment from the Roads to Success website so that it is ready to go when you introduce it.
- In advance of teaching this lesson, research what resources are available in your school and community for students who may need additional academic support. The school counselor might have suggestions. Create a list of resources to distribute to students and review during the discussion of study skills and setting goals. (Make sure to get school administration approval on any outside resources that you would like to include.)
- For **Activity II, Making a Plan**, you will need to cut out sets of **Facilitator Resource 2, Lizanne's Steps**, one set for each pair of students in a single class. Place each set in a plastic bag. [Many students this age will find it difficult to sequence events without having an opportunity to physically manipulate the steps.]

- ❑ In this lesson, students will determine a study habit they want to improve. For the next month, you will need to check in with the students once a week during the **Warm Up**. Students will fill out the reflection on **Portfolio pages 4-8, Seventh Grade Goals** for the appropriate check-in date. After this first month, students should have monthly check-in dates concerning their study habits.
- ❑ Record the goal setting check-in dates on your calendar as a reminder to revisit goals with your students.

BACKGROUND INFORMATION

If your students are from a part of the country where there are few immigrants, you may wish to explain that Lizanne is from Trinidad, and speaks with an accent that may be unfamiliar to them. Express your confidence that they won't have difficulty understanding her after a few minutes of listening. Students may correctly point out that there are no opportunities for high school students to learn to fly where they live. You may confirm that this is certainly an obstacle. In this class, they'll learn creative ways to overcome such obstacles.

IMPLEMENTATION OPTIONS

*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.*

SAY SOMETHING LIKE: Today you are going to watch a video clip about a teenager who set a goal for herself and achieved it. Before we see the video, I want you to make a few predictions. Answer the questions below to the best of your abilities. If you are unsure of an answer, write down your best guess.

Questions:

1. What kind of job responsibilities does an airplane pilot have?
2. How does someone train to be a pilot?
3. At what age might someone become a pilot?

Give the students 3 minutes to answer these questions. Call on students to volunteer their answers. Then continue the **Warm Up** as written.

For **Activity II, Making a Plan**, to assist struggling students, you may reduce the number of steps or order the steps as a 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: I believe I can fly! (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Today, we're going to explore – and even practice – a skill that everyone needs: how to set and achieve a goal.

[Ask volunteers to explain what goals are and use student responses to define a goal as “something a person wants to do, accomplish or become.”]

[Refer to the **Big Idea** of today's lesson: setting goals to improve schoolwork.]

2. Tell students they are going to watch a video clip about a teenager who set a goal for herself and achieved it. Before you begin the video, ask the following questions:
 - What kind of job responsibilities does an airplane pilot have?
 - How does someone train to be a pilot?
 - At what age might someone become a pilot?
3. Play the Reading Rainbow segment featuring Lizanne Neptune, a 17-year-old female high school student from Crown Heights, Brooklyn, who as a child dreamed of flying a plane, and is now a licensed pilot.
4. After watching the video clip, ask the following questions:
 - What steps did Lizanne take to get her pilot's license?
 - What role did her mother play in her success?
 - If her mother hadn't been willing or able to cheer her on, where could she have found help from an adult?

II. Making a Plan (15 minutes)

1. **SAY SOMETHING LIKE:** How many of you have dreams like Lizanne's – things you seriously want to do or become in the future? What is the difference between a “dream” and a “goal”?
2. Build on student responses to clarify that our dreams become our goals when we decide to seriously pursue them. And our goals can become reality when we plan for the future, work hard, stay the course, and get the help needed to succeed.
3. **SAY SOMETHING LIKE:** Let's take Lizanne as an example: She decided to pursue her dream of becoming a pilot, so this became her goal. To achieve her goal, she needed to make a plan and follow through with it.

A written plan is critical to achieving your goals. A plan can help you think through where you're going and all the steps you need to get there. It can serve as a road map to make sure you're heading in the right direction. It's also a good way to know if you're straying off course, or tell you if you need to change your direction because of roadblocks along the way.

Finally, a plan can help you focus your life and give you inspiration to reach your goal. Depending on your goal, it may feel like a long way off. A plan will keep you focused and motivated — knowing that with each step in your plan, you're one step closer to achieving your goal.

4. **SAY SOMETHING LIKE:** The first thing anyone should do when making a goal is to list all the things he or she needs to do or learn to achieve that goal. The next step is to put these things in a logical, realistic order to come up with a plan.

[Assign students to pairs and give each pair a plastic bag with strips of Lizanne's steps. (See **Preparation.**) Give each student a copy of **Facilitator Resource 4, Lizanne's Plan**. Display **Facilitator Resource 2, Lizanne's Steps** using an overhead or written in large print on chart paper.]

You're going to work in pairs to help put together Lizanne's plan for becoming a pilot. Each pair has been given a bag with eight slips of paper. Each of these slips of paper lists one step in her plan. [Direct the students' attention to the overhead and point out the eight steps in Lizanne's plan. Explain that the steps on the overhead projector are not in a correct order.]

You and your partner are going to arrange these steps in a logical order. There is not one perfect order for these steps. While some steps must happen before others, there is likely to be more than one correct solution. Notice that her plan begins when she's in 8th grade, and takes several years to achieve. Once you and your partner have agreed on an order, raise your hand to show that you're done. We will then come back together as a class to discuss these steps.

5. Give the students about five minutes to complete the activity.
6. Have the students talk about the way in which they ordered **Lizanne's Plan**, and the reasons for ordering the steps as they did. Make sure to stress again that there is not one perfect order for these steps. After this discussion, ask students to put their strips back in their plastic bag. Have a volunteer collect each pair's bag.

SAY SOMETHING LIKE: Some of these steps, like “Find out the entrance requirements and cost of the lessons,” don’t sound very exciting, do they? Why do you think Lizanne was motivated to do this step? [Allow students to respond and help them to see that each step was getting Lizanne one step closer to her goal.]

7. **SAY SOMETHING LIKE:** Lizanne reached her goal through good planning and hard work – but she also had an amazing opportunity: she lived near a special high school that offered classes to students interested in learning to fly. Of course, not every student interested in flying has this opportunity. But it’s important to keep in mind that Lizanne was able to take advantage of this opportunity because she had shown that she could do the math and science she’d need to succeed in her high school flying program. Studying hard now means you can take advantage of opportunities in the future.
8. **SAY SOMETHING LIKE:** In the next activity, we’re going to talk about how to reach one of your own life goals – graduating from high school. This is a goal that’s within the reach of everyone in this class. This is a long-term goal – it’s six years away! Today we’re going to talk about short-term goals – the in-between steps that you can take now to make your long-term goal a reality.

III. What’s Your Goal? (15 minutes)

1. **SAY SOMETHING LIKE:** Let’s take a look at **Portfolio pages 4-8, Seventh Grade Goals** [first page]. This is a list of study habits of good students. The more of these habits you make a part of your life, the better you’ll do in school. Guaranteed. Right now, I’d like you 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**”. [Illustrate using a transparency of **Portfolio page 4-8, Seventh 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 the goal in the column under today's date. [Demonstrate.]
5. **SAY SOMETHING LIKE:** For this first month, we are going to check in once a week. Let's write the first check in date in the second column. [Specify a class meeting date that's one week away. Then record the second, third and fourth check-in dates on the overhead. Instruct students to record these dates on their 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 planners/agendas. Then instruct the students to record the first four check-in dates in their planners or agendas. Record these dates in your own planner/agenda as well.]
7. Refer students to the follow-up questions on **Portfolio page 6, Seventh Grade Goals** and give them a few minutes to complete it.

Ask students if they can think of anyone or anything that might be able to help them if they run into trouble trying to meet their goal. Then distribute the Academic Resource List (see **Preparation**). Encourage the students to take advantage of the help that's available to them. Tell them that you'll check in next week to see how well everyone is doing.

IV. Wrap Up: Don't Go It Alone! (5 minutes)

1. **SAY SOMETHING LIKE:** Today we've talked about setting your goals and making a plan to achieve them. But before we end for the day, I want to point out another very important part of reaching your goals – finding support from others. No matter how independent you are, you can always use the support of friends or adults to help you along the way. Maybe it's a friend who understands your dream and offers encouragement. Or maybe it's an adult who can give you ideas and advice – and checks in

to make sure you're on track. Better yet, find a few different people to support as you try to reach your goals.

2. **SAY SOMETHING LIKE:** I'd like you all to write down two people you think could support you in reaching your goal. Next to each person's name, describe how you think that person could help. You don't need to turn this in or show anyone. But remember these people if you feel stuck or frustrated in the coming week. Let them know the goal you're trying to reach and how they might be able to help you. I think you'll be surprised how motivating it is to have people behind you! After all, they want to see you succeed!
3. **SAY SOMETHING LIKE:** You all did great work today, and I hope you're excited about meeting your short-term study goal in the coming week.

DO NOW Setting Goals 1

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

Questions:

1. What kind of job responsibilities does an airplane pilot have?

2. How does someone train to be a pilot?

3. At what age might someone become a pilot?

Lizanne's Steps

These are steps in Lizanne's plan to become a pilot. Put them in an order that makes sense. The first step is deciding on your goal. The last is reaching your goal to make your dream come true.

Find out where flying lessons are given.

Get family and friends to help you raise the money to go to flying school.

Decide you seriously want to pursue your dream to become a pilot.

Ask your parents to help you apply to flying school.

Pass a flight exam with an instructor present in the plane.

Find out flying school entrance requirements and costs.

Successfully take off and land a plane flying solo.

Pass an exam about the parts of the airplane and principles of flying.

Lizanne's Steps (Answer Key)

The steps below are arranged in one possible order that makes sense. While some steps clearly must happen before others, there are likely to be multiple correct solutions.

Decide you seriously want to pursue your dream to become a pilot.

Find out where flying lessons are given.

Find out flying school entrance requirements and costs.

Ask your parents to help you apply to flying school.

Get family and friends to help you raise the money to go to flying school.

Pass an exam about the part of the airplane and principles of flying.

Pass a flight exam with an instructor present in the plane.

Successfully take off and land a plane flying solo.

Lizanne's Plan

Lizanne didn't just become a pilot — she made a plan and worked hard to reach her goal. Your teacher has given you the steps in her plan. Arrange these steps in order to show how Lizanne reached her goal of flying.

 8th grade   12th grade	

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



SEVENTH GRADE GOALS

Every month, you will pick **one** habit that you want to improve. For the first month we will be checking in every week. 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
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.



SEVENTH 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
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?												

Follow Up Questions:

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

2. What difficulties do you imagine that you might have in 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.

Check-In Date 3

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 4

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.

Setting Goals II

The **BIG** Idea

- What do I do when a roadblock gets in the way of reaching my goals?

AGENDA

Approx. 45 minutes

- I. Warm Up: Life's Roadblocks (5 minutes)
- II. Tre's Disappointment (10 minutes)
- III. Facing Challenges, Finding Solutions (15 minutes)
- IV. Preparing for Roadblocks (10 minutes)
- V. Wrap Up: Staying on Course (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 4-8, Seventh Grade Goals (from last week's lesson)
- Portfolio page 20, Grade 7 Skills Checklist (Goal Setting Skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 5, Tre's Disappointment
- Student Handbook page 6, Tre's Challenges
- Student Handbook page 7, Personal Roadblocks and Detours

Newsprint or Blackboard

Highlighters (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Identify common challenges faced by students, and come up with possible solutions.
- Identify a personal challenge and possible solutions.

OVERVIEW

In this lesson, students will explore roadblocks or challenges that people face as they try to achieve their goals, and discuss possible solutions. They'll begin by identifying places where one young person did not follow the steps needed to participate in a special class trip. Then they'll work together to look at specific challenges he faced and what he could have done to solve each one. Finally, they will identify a possible challenge to their own goal and work with a partner to come up with ways to overcome it.

PREPARATION

1. List the day's **BIG IDEA** and activities on the board.
2. The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 4-8, Seventh Grade Goals (last week's lesson)**
 - **Student Handbook page 5, Tre's Disappointment**
 - **Student Handbook page 6, Tre's Challenges**
 - **Student Handbook page 7, Personal Roadblocks and Detours**
3. Have an appropriate recent or childhood disappointment from your own life experience ready to share in the **Warm Up**. This could be an experience in which the setback resulted from at least one thing that was in your control – in other words, a setback that you could have avoided with planning or hard work. It could also be an experience in which the setback was out of your control, what you did to “revise” your goal, and what you learned from it.

IMPLEMENTATION OPTIONS

In **Activity II**, you may choose to make the following adaptations to assist struggling students:

- Read **Student Handbook page 5, Tre's Disappointment** as a class instead of pairs or groups. Display the reading on an overhead and underline the key information in the passage.
- Allow students to use highlighters to identify the important information in the reading.
- Using chart paper or an overhead, you can create a T-Chart listing the setbacks that were in his control and those which may have been out of his control.

In **Activity III**, you may reduce the number of solutions on **Student Handbook page 6, Tre's Challenges** for struggling students.

ACTIVITY STEPS

I. Warm Up: Life's Roadblocks (5 minutes)

1. Direct students' attention to **Portfolio pages 4-8, Seventh Grade Goals** (from last week's lesson). Give the students three minutes to fill out the three reflection questions for "Check-In Date 1."
2. **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 a long-term goal and set one short-term goal – improvement of one study skill by the end of the month. Raise your hand if you were able to stick to your goal this week. [Have one or two students share what they did. Ask if they had any challenges in meeting the goal and what they did to overcome it. Then ask one or two volunteers who did NOT complete a step towards their goal what problem or roadblock they faced.]

SAY SOMETHING LIKE: Sometimes even with the best planning, we'll face unexpected roadblocks – things that get in between us and our goals. That's what we're going to talk about this week – what to do when something blocks our path towards a goal and what we can do to overcome it.

3. **SAY SOMETHING LIKE:** I'd like you to think of a time when you have really wanted something, and thought you were going to get it, only to be disappointed. [Briefly share a childhood or recent disappointment from your own life to convey feelings and emotions associated with disappointment.]

II. Tre's Disappointment (10 minutes)

1. **SAY SOMETHING LIKE:** Of course, disappointment is a part of life – and sometimes setbacks are out of our control. But there are also times that we're responsible for our own setbacks. Maybe we didn't plan ahead or do what needed to be done to reach our goal. We're going to read about a 9th grader who had a big disappointment, and identify some things he could have done to avoid it.

[Have students turn to **Student Handbook page 5, Tre's Disappointment**. Have students work in pairs or teams of four to read the story, then review the chart. Have groups first identify the requirements that Tre did not meet. Then have them consider which setbacks were in his control and which ones may have been out of his control. (See **Implementation Options** for suggestions.)]

[When the students have completed this task, have them stay in their groups. Briefly review the requirements that Tre failed to meet. Identify which ones were in his control, like his grades, and which ones could have been out of his control, like turning in the deposit on time.]

III. Facing Challenges, Finding Solutions (15 minutes)

1. **SAY SOMETHING LIKE:** So, what happened with Tre? If Tre was so excited about this trip, why didn't he meet the requirements? Like all of us, Tre faced some roadblocks along the way. Turn to **Student Handbook page 6, Tre's Challenges**. [Display this sheet using an overhead projector or written in large print on chart paper.] In the left-hand column, you'll see the challenges Tre had meeting the requirements (in his own words). I'd like you to work with your groups to write one thing he could have done to solve each problem. Let's practice the first one together. [Have a volunteer read the first challenge aloud. As a class, brainstorm possible solutions and record these responses.]
2. Give the pairs 10 minutes to complete their solutions. (See **Implementation Options** for suggestions.) Then have groups share their solutions with the class. When you reach the last challenge, "I lost track of all the requirements," explain that this is a problem that many people face when reaching a goal – keeping track of everything there is to do! As students share their solutions, write them on the board. Be sure to include ideas such as:
 - Put the list in a visible place – like on the fridge, above your bed, or inside your locker.
 - Put important dates on a calendar.
 - Share the list with your parents or someone who can help you keep track.

You may wish to share some of your own strategies for keeping track of things to do, and staying on a schedule.

3. **SAY SOMETHING LIKE:** Something else that Tre could do – and something we all should do – is get help from friends, family, teachers, and other adults who care about him. We ended last week by writing down the names of two people who could support you as you work to reach your goals. Remember, these people can also offer support when you face challenges. Who are some people that Tre could have talked to? What could they have done to help?

IV. Preparing for Roadblocks (10 minutes)

1. **SAY SOMETHING LIKE:** As some of you saw in this past week, we're all going to run into roadblocks as we're trying to meet our goals. But these roadblocks don't have to stop you. You just need to find a way around them – just as you did for Tre.
2. **SAY SOMETHING LIKE:** What roadblocks do you face? What keeps you from reaching your goals? I'd like you all to turn to **Student Handbook page 7, Personal Roadblocks and Detours**. [Display this sheet using an overhead projector.] You're going to complete the sentence, "I would (name the goal) but..." You're going to identify a roadblock you have faced – or think you might face – as you try to reach your goals. Maybe, like Tre, you have a hard time finding a place and time to study. Or maybe you have a hard time keeping track of things you need to do.
3. Model the activity using your own example, or something like: "I would do better in science, but there's no quiet place for me to study." Present the roadblock to the class and then brainstorm ways to get around this obstacle. Record their responses on the overhead.
4. Give students about five minutes to complete the activity.
5. Next, pair up the students. Have the partners decide who goes first and have the pairs alternately present their challenge. Then the partners should work together to come up with different ways they might overcome the challenge or get around the roadblock. Let them know that if they get stuck, that is, neither they nor their partner can come up with options for addressing the challenge, they are to both raise their hands and you will come over to help them.

Try to strike a balance by allowing students to come up with their own solutions and making sure they don't get frustrated by dealing with the challenge for too long.

V. Wrap Up: Staying on Course (5 minutes)

1. **SAY SOMETHING LIKE:** Keep in mind that roadblocks and challenges don't have to stop you from achieving your goals, but sometimes they can make you feel as though you'd like to give up. What kinds of things can help you to not become discouraged when you start to feel like you'll never reach your goal? [Ask a few volunteers to share their thoughts. For example:
 - It takes time to reach your goal; sometimes you need to be patient, and remember it's a long road.

- Roadblocks shouldn't change your goals, but sometimes you may need to change your timelines.
 - You should still take pride and satisfaction in each step you accomplish to reach your goals – each step is an achievement!]
2. **SAY SOMETHING LIKE:** And there may even be times that you realize the goal you set is really something that is out of your reach. Maybe despite all your planning and hard work, you realize that you will not make the baseball team. Remember, there are times that setbacks will be out of your control. What are some things you can do when this happens?
- [Help students see that sometimes it's necessary to revise the timeline or scope of your goal to be more realistic – but it should still reflect their dreams and passions. For example, if they realize they will not make the baseball team, they should think about what other opportunities there are to play baseball. Maybe there are community leagues they could join. In the end, their dream was to play baseball – and there are other ways they can make that dream a reality.]
3. **SAY SOMETHING LIKE:** Great job today, everybody. You came up with some excellent solutions to some difficult challenges. I hope you'll take at least one of these ideas with you today and see if it helps you reach your goals.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 20, Grade 7 Skills Checklist**. Have students complete the skills checklist question for Goal Setting Skills.

GOAL SETTING SKILLS

I can ...

Set a goal for myself and make a plan to reach it.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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Tre's Disappointment

At the beginning of 9th grade, Tre and his classmates learned they would be going on a trip to Universal Studios in Orlando, Florida, at the end of the school year. Tre was very excited about the trip because he had always wanted to go to Universal Studios, and he had never been to Florida.

The 9th grade counselor gave the students a form that listed all the requirements for participating in the trip and told them he would be keeping track of their progress throughout the year in meeting the requirements. He also told them that if they had problems with any items on the list, they should contact him immediately.

A month before the trip, Tre got a note from the counselor telling him he would not be able to go on the trip. Tre had never been so disappointed in his life! When he calmed down, he looked over the form below that showed how he had failed to meet the necessary requirements. What went wrong?

The left-hand side of the chart below shows the list of things Tre and his classmates were required to do. The right hand side of the chart shows the counselor's notes on Tre's progress in meeting the requirements.

- **Circle the requirements Tre didn't meet.**
- **Put the word "Tre" next to each requirement that was in Tre's control.**

Class Trip Requirements	Student's Progress
Signed Parent Consent Forms by Nov 1	Parent consent forms turned in Nov 1
Class Trip Deposit by Dec 15	Class trip deposit turned in Dec 30th
Student must maintain at least a C average in all subjects	Student has a C – in Math, and a D+ in Social Studies
Student may not have any disciplinary actions, suspensions or excessive absences	Student has no disciplinary actions or suspensions; Student has four unexcused absences
Student must have completed health forms signed by their physician or school nurse by February	No health forms have been turned in
Final payment for trip due May 1	N/A (deadline has not yet passed)

Tre's Challenges

Why didn't Tre meet the requirements for the class trip? Below are some of the challenges he faced in the months leading up to the trip. Read each challenge, then suggest one solution Tre could try next time he faces this challenge.

Challenge	Solution
My mom didn't get paid until December 20th, so I couldn't turn in the deposit on the 15th.	
I can't really study at home because there's no place that's quiet.	
I lost track of some of the requirements. I just forgot about them until it was too late.	
I got a 70 on my last math test. I'm really confused in class, but I'm embarrassed to ask questions.	
I've skipped school a couple times because my friends do it.	
I got an "unexcused absence" two days that I was sick, but I just didn't get a note.	

Personal Roadblocks and Detours

What roadblocks will you face on your road to achieve your goals? In the lines below, identify a goal you have and describe one challenge, or roadblock, you think you'll face. You can pick a goal from your 7th Grade Goal Setting chart that seems difficult or you may select a non-academic goal. Then work with a partner to come up with some possible solutions, or detours you could take, to get around this roadblock.

I would (name your goal) _____

but (describe one big roadblock) _____

To get around this roadblock, I could: (List some possible "detours")

1) _____

2) _____

3) _____

UNIT 3

GROW YOUR INTELLIGENCE

Lesson Descriptions

Grow Your Intelligence 1: How Your Brain Works

How does my brain work?

Grow Your Intelligence 2: You Can Grow Your Intelligence

What happens to skills that I don't practice?

Grow Your Intelligence 3: Use It or Lose It

What evidence do we have that our brains change when we learn new things?

Grow Your Intelligence 4: Word to the Wanna-Be Wise

Why is "growing your intelligence" worth the effort?

PLANNING PYRAMID

GRADE 7, Unit 3, Grow Your Intelligence



Some Students Will:

- Adopt a “growth” mindset (as opposed to a “fixed” mindset) regarding intelligence, and change their work habits to reflect this mindset.

Most Students Will:

- Be able to provide evidence that “practice makes perfect.”
- Describe how the phrase “use it or lose it” applies to their daily activities.
- Describe ways to grow their own intelligence.
- Recognize ways stereotypes could cause them to limit their own opportunities.

All Students Will:

- Understand that the brain is like a muscle – it changes and gets stronger as you use it.

ROADS to SUCCESS

Grade 7

Grow Your Intelligence

Family Newsletter

Get Smart

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 information about Roads to Success, please visit our website: www.roadstosuccess.org

Did you know? Scientists at the University of Regensburg (Germany) saw changes in the brains of people who'd been taught to juggle just three months after the jugglers began practicing!

Are people born smart, or do they get smart through hard work and practice? What kids believe can make a big difference in school performance.

The idea that intelligence cannot be changed can get in the way of learning. It's easy to see how this applies to kids who believe they're not smart. "I'm dumb, so why should I try? It won't make any difference."

Surprisingly, "smart" kids also suffer from this kind of thinking. Kids who've been told they're smart may quit at the first sign of difficulty rather than show what they don't know.

What Research Shows

Research shows that it's possible to grow your intelligence. The same brain scans used in hospital tests (MRIs, PET scans) can be



used to measure what happens when someone learns something new. Experiments show that learning actually changes your brain. And that's a message kids need to hear.

How Parents Can Help

Here are some tips to help your child develop the "growing brain" mindset:

- Teach kids to think of the brain as a muscle that gets stronger with use.
- Try not to use labels like "smart" or "dumb," which make kids think they're stuck in one place.
- Praise hard work and good thinking rather than being "smart."
- Remind kids that a challenge is fun, and that mistakes are a part of learning.

To read more about brain research, visit www.brainology.us/webnav/about.aspx.

Grade by Grade

In Grade 7, Roads to Success students study what it really takes to succeed - hard work! They'll hear the story of Michael Jordan's rise to basketball fame. (He didn't make the team in high school, and arrived at the gym at 7:00 each morning to polish his skills.) They'll learn about the amazing accomplishments of the math students of Garfield High School. (The movie "Stand and Deliver" is based on their story.) And they'll learn that no matter who you are or where you're from - success is within your reach.

How Your Brain Works

The **BIG** Idea

- How does my brain work?

AGENDA

Approx. 45 minutes

- I. Warm Up: Brain Quiz (5 minutes)
- II. Brainstorm (10 minutes)
- III. Brain Tour (What's Going on in There?) (15 minutes)
- IV. Human Synapses (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 8, Brain Quiz
- Student Handbook page 9, Structure of a Nerve Cell

FACILITATOR PAGES:

- Facilitator Resource 1, Brain Quiz Answer Key
- Laptop computer and LCD projector
- Overhead projector
- Chart paper and markers
- Cardboard and tape or string (for signs)
- Stopwatch

OBJECTIVES

During this lesson, the student(s) will:

- Examine their attitudes about intelligence
- Explore the functions of the brain

OVERVIEW

In this unit, students explore the nature of intelligence and learn that it's possible to "grow" their brains. Four lessons explore 1) how the brain works, 2) how practice changes your brain, 3) the "use it or lose it" phenomenon, and 4) the importance of perseverance when work is difficult (and refusing to succumb to stereotypes about why one might not be up to the challenge).

In this lesson, students consider their own attitudes about intelligence, learn about the structure of the brain, and participate in an activity designed to show the function of **neurons**, **synapses**, **axons**, and **dendrites** in performance and learning.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 8, Brain Quiz**
 - **Student Handbook page 9, Structure of a Nerve Cell**
- Visit the following websites and make sure they're accessible from your classroom. To save class time, you may wish to save a screenshot of the MRI and PET scan images.

MRI:

<http://www.nature.com/news/2010/100909/images/news.2010.457.MRI.scan.jpg>

PET scan:

<http://www.webmd.com/depression/slideshow-depression-overview>

(The first slide compares the brain activity of a healthy patient and a depressed patient.)

Brain tour:

http://www.alz.org/alzheimers_disease_4719.asp

View slides 1 through 4 of the "Brain Tour".

- If you prefer that your students have the opportunity to individually access the **Brain Tour (Activity III)**, make arrangements to hold class in the computer lab.

- For **Activity IV, Human Synapses**, create two signs, one that says “Neuron A” and one that says “Neuron B.”

BACKGROUND INFORMATION

Like many educational programs, Roads to Success has struggled with the issue of student motivation. How do you take a kid who’s already struggling academically and get him to fix his eyes on the prize – like high school graduation or a challenging career – that’s half his lifetime away?

One of the ways is to change his mindset about learning. Dr. Carol Dweck, a professor and researcher at Stanford University, categorizes learners into two groups, those who believe that intelligence is “fixed” (a basic trait that’s unchangeable), and those who believe that effort can improve intelligence. (She calls this a “growth” mindset.)

This series of lessons attempts to challenge the idea of fixed intelligence, and owes a debt to the stereotype threat research of Dr. Claude Steele and Dr. Joshua Aronson, and to the malleability of intelligence research of Dr. Carol Dweck and Dr. Lisa Sorich Blackwell. Dr. Aronson consulted on these lessons, and the research of Drs. Steele, Blackwell, and Dweck is reflected throughout.

Decades of research have convinced Dr. Dweck that a fixed-intelligence mindset can be damaging to students at all levels. The “I’m dumb, so why should I try?” assumption is obvious. But students who believe themselves to be smart are also vulnerable. If being smart (or athletic, or artistic) is an unchangeable “given” for students identified as such, it’s tempting to quit at the first sign of difficulty. “I’m making mistakes. I’m struggling. I did poorly on this assignment. Maybe I’m not so smart after all.”

The alternative way of thinking, the growth mindset, allows students to take more academic risks, make mistakes, place a premium on learning rather than performance, ask for help when needed, and redouble their efforts when work is challenging.

How can teachers foster the growth mindset in their classrooms? Dr. Dweck recommends the following strategies:*

- Teach students to think of their brain as a muscle that strengthens with use, and have them visualize the brain as forming new connections every time they learn.
- When [you] teach study skills, convey to students that using these methods will help their

brains learn better.

- Discourage use of labels (“smart,” “dumb,” and so on) that convey intelligence as a fixed entity.
- Praise students’ efforts, strategies, and progress, not their intelligence. Praising intelligence leads students to fear challenges and makes them feel stupid and discouraged when they have difficulty.
- Give students challenging work. Teach them that challenging activities are fun and that mistakes help them learn.

*SOURCE: “Smart Talking: Tell Students to Feed Their Brains.” Milton Chen, <http://www.edutopia.org/tell-students-feed-their-brains>. Originally published 3/16/2007.

For more information, visit www.brainology.us, “About us.”

VOCABULARY

Axon: part of the nerve cell that sends electrochemical messages.

Dendrite: part of the nerve cell that receives electrochemical messages.

Neuron: a nerve cell, receives and sends messages from other nerve cells.

Neurotransmitters: chemicals released by the axon, carries the message across the synapse to the next neuron.

Synapse: the space between neurons.

IMPLEMENTATION OPTIONS

In **Activity IV, Human Synapses**, you may wish to conduct an untimed, slow-motion trial run of the Human Synapses activity so that everybody understands the rules.

In **Activity III: Brain Tour**, if you anticipate difficulty in securing Internet access in your classroom you may print out the screen grabs and create overhead transparencies to share with students.

ACTIVITY STEPS

I. Warm Up: Brain Quiz (5 minutes)

1. **SAY SOMETHING LIKE:** Over the next four weeks, we will be studying how the brain works. You may be wondering why we're studying this topic in Roads to Success, and that's a great question to ask. Knowing how your brain works can actually improve your learning. Really!
2. Let's start with a quiz to see what you think about learning and the brain.

[Have students turn to **Student Handbook page 8, Brain Quiz**. Place its transparency on the overhead projector and read the questions aloud, as students mark T or F for each.]

3. **SAY SOMETHING LIKE:** People generally have one of two different ideas about intelligence:
 - You're smart or you're not smart, and that never changes.
 - OR
 - It's possible to grow your intelligence.

Raise your hand if you believe the first one. [Show of hands.] Raise your hand if you believe the second one. [Show of hands.] If you're not sure, you're not alone. This is a question researchers have been asking for years. And some of the answers are surprising!

II. Brainstorm (10 minutes)

1. **SAY SOMETHING LIKE:** In the next few lessons, we'll talk about new scientific discoveries about the brain, and how these affect learning. But first let's talk about what you already know. Let's consider two different questions. [Reveal chart paper on which you've written the following questions.
 - What is the brain and how does it work?
 - What happens inside your brain when you learn something new?]
2. Use chart paper to record students' answers, beginning with the first question. For items in dispute, add all alternate opinions. Information that students (or you) don't agree on should be followed by a question mark.
3. Students may need prompts to answer the second question, such as: How did you learn to talk? To read? To ride a bicycle? To shoot a basket?

III. Brain Tour: What's Going on in There? (15 minutes)

1. **SAY SOMETHING LIKE:** Scientists have been curious about the kinds of questions you're asking for a very long time. Understanding how the brain works can help teachers teach and doctors cure illnesses. For most of history, scientists have been very limited in the ways they could answer these questions. They could compare diseased brains with healthy ones after patients died. They could observe how someone with a serious brain injury relearned the things they'd lost – talking, eating, driving a car. Fortunately, technology for seeing inside the brain has improved dramatically in the past 30 years. Scientists can now see inside the brain – no surgery required!
2. Here are two ways of looking inside of a human brain. Some brain scans (like an MRI) show the structure of the brain. [Display screen shot of an MRI. (See **Implementation Options** for suggestions.)]
3. Some (like a PET scan) show brain function. The part of the brain that a patient is using shows up in color. [Display screen shot of a PET scan.] Some kinds of brain scans do both. These pictures allow scientists to figure out how different parts of the brain are used.
4. Let's look at another website, and see what they've discovered. [Log on to http://www.alz.org/alzheimers_disease_4719.asp. This is the Alzheimer's Association website. Slides 1 through 4 show us what's going on in a healthy person's brain.]
5. Read through the descriptions of each slide, making sure to roll the mouse over the highlighted words so students can see what part of the brain is being discussed. Items worth noting during this tour:
 - Slide 1, bullet point 3: Explain what's meant by "automatic function," things you don't have to think about doing.
 - Slide 3, bullet point 2: Scientists think that this area, the prefrontal cortex, continues to develop through your early twenties, which is why young people often need adult help in thinking through long-term plans.
 - Slide 3, bullet point 4: Voluntary movement is one you control, like kicking a soccer ball or picking up the TV remote. (This is different than "automatic function," like your breathing or your heartbeat.)
6. Direct students' attention to **Student Handbook page 9, Structure of a Nerve Cell**, and place its transparency on the overhead projector. As you talk, have students fill in the sentences with the brain vocabulary at the bottom of the page.

SAY SOMETHING LIKE: Let's take a look at a picture of a nerve cell. Your brain is made up of these types of cells.

Another name for a nerve cell is a neuron. You have about 100 billion of these cells in your brain. (They're obviously very tiny.) Their job is to carry electrochemical messages from one part of the body to another. Neurons don't travel; messages jump from one neuron to the next.

Neurons don't touch each other. So how does your brain pass a message from one neuron to the next, say, from the part of your brain that smells a fire to the part that tells you what to do next – toast marshmallows? Call the fire department?

Each neuron has a part that sends the message along. This part is called the **axon** – it's the pitcher in the baseball game. Each neuron has parts that receive the message – these are called **dendrites**. The dendrites are the baseball catchers. The axon sends the message via chemicals released into the brain, called **neurotransmitters**. These chemicals cross the short gap to the dendrites of the next neuron. This gap is called a **synapse**.

You have many of the same neurons throughout your life. What changes is the connections between the neurons.

Practicing a task over and over, and trying things that are a little harder each time, produces more dendrites. It's like having a whole team of catchers, each ready to "catch" the message so it can be sent on – quickly. That's what's going on inside. What it looks like outside is a person who's on top of his game.

IV. Human Synapses (10 minutes)

1. **SAY SOMETHING LIKE:** We're going to create a human model to illustrate the way messages are passed in the brain. We'll start with two people, and add more until we have a whole chain.

[Ask two student volunteers to come to the front of the class and stand side by side. Introduce them as **neurons**, and place signs around their necks identifying them as Neuron A and Neuron B. Have Neuron A raise his hand (the one nearest Neuron B). Identify this hand as his **axon**. Place a koosh ball or other small object into Neuron A's hand (axon) and ask him to pass it to the Neuron B. Ask the class for the scientific name of the hand into which the object was placed (**dendrite**). Ask the students if the axon

(Neuron A's hand) and the dendrite (Neuron B's hand) can touch (No). Explain that the neurons must find a way to pass the object without touching. The space between Neuron A and Neuron B is the **synapse**.

Have students practice this move a few times, making sure the hand-off is always from Neuron A to Neuron B, so that it's clear that messages pass from axons to dendrites. You may wish to have students illustrate the hand-off in slow motion, with students chanting as the object is passed – axon! synapse! dendrite!]

2. When the action has been established, ask for two more students to come to the front of the room so that the four students form a chain. Practice sending the object from one end of the chain to the other, always in the same direction established with the first pair of students. Add more students if needed to get the point across.]
3. **SAY SOMETHING LIKE:** Let's see if we can make a giant chain of neurons using all the members of the class. Please do not get up out of your chairs until I give the signal.

Once you're in your positions, we'll see how long it takes for the object to make it around the room. If you drop it, you may pick it up. If you touch each other, you have to start again at the beginning.

[Designate one student to act as timekeeper, and others to move any furniture that's in the way. Remind students that there is to be no yelling or running, and that neurons never, ever touch each other. Ask small groups of students to quietly push in their chairs and take their places around the room – either in a large circle or a chain from one end to the other.

When all are ready, the timekeeper says “go” and starts the stopwatch. Keep your eye on the proceedings to make sure all are following the rules.

Have the timekeeper record the first time on the board, and ask students if they think they can improve their time on the second try. Continue for a third or fourth try if desired.

Have students return to their seats.]

4. **SAY SOMETHING LIKE:** How did you feel during the first time trial? (Answers might include nervous, frustrated, eager for a challenge.)

In what ways did your classmates make you feel better, or worse, about your performance?

What did you do to get faster on later tries? [If students didn't get faster, ask how they could improve their time.]

How did you feel when your times improved?

What do you think the purpose of this activity was? (to show how nerve cells operate, but also to illustrate that everything we learn is hard before it's easy.) How could you use this information in your everyday life? [Allow students to respond.]

V. Wrap Up (5 minutes)

1. Place a transparency of **Student Handbook page 8, Brain Quiz**, on the overhead projector. Cover the transparency with a piece of paper so that you reveal one question at a time.

At the bottom of the page, ask the class whether Theory A or Theory B seems most likely, based on what they've learned so far.

2. **SAY SOMETHING LIKE:** Next week, we'll examine some of the research that scientists have used to test the theory that you can grow your intelligence. Here's a hint: the title of the lesson is "You Can Grow Your Intelligence."

Brain Quiz

How does your brain work? In the next four lessons, you'll discover how humans learn. Take this True-False quiz to discover your opinions about this subject. Put a T beside each statement you think is true. Put an F beside each statement you think is false.

T Your brain can grow and change throughout your life.

F The best students are born smart.

T People develop skills by practicing them over and over again.

T Your brain changes when you practice a new skill.

F If you don't succeed at a new task, you might as well give up.

F Natural talent is the key to being a good athlete.

T You can get smarter by working hard and practicing.

Big Ideas about Intelligence:

- **Theory A:** Either you're smart or you're not smart, and that never changes.
- **Theory B:** It's possible to grow your intelligence.

Brain Quiz

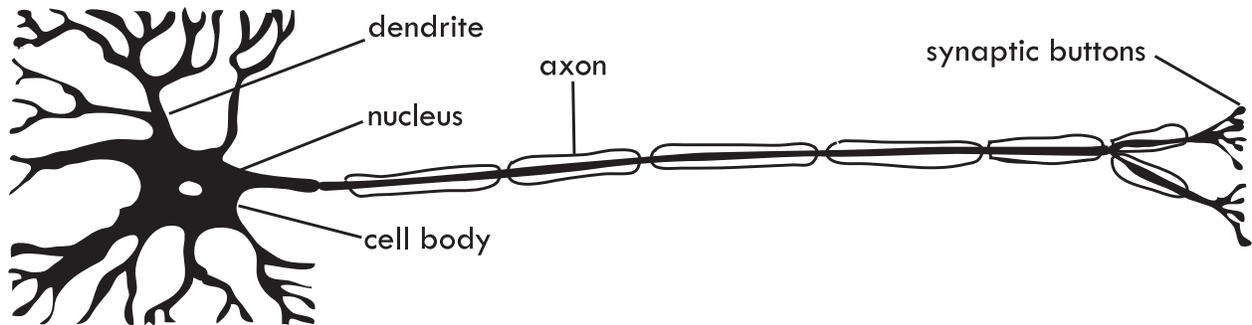
How does your brain work? In the next four lessons, you'll discover how humans learn. Take this True-False quiz to discover your opinions about this subject. Put a T beside each statement you think is true. Put an F beside each statement you think is false.

- _____ Your brain can grow and change throughout your life.
 - _____ The best students are born smart.
 - _____ People develop skills by practicing them over and over again.
 - _____ Your brain changes when you practice a new skill.
 - _____ If you don't succeed at a new task, you might as well give up.
 - _____ Natural talent is the key to being a good athlete.
 - _____ You can get smarter by working hard and practicing.
-

Big Ideas about Intelligence:

- **Theory A:** Either you're smart or you're not smart, and that never changes.
- **Theory B:** It's possible to grow your intelligence.

STRUCTURE OF A NERVE CELL



Another name for a nerve cell is a(n) _____.

The part of the cell that sends messages to other cells is called a(n) _____.

The part of the cell that receives messages from other cells is called a(n) _____.

Axons and dendrites don't touch each other. The axon sends chemicals across the tiny gap between it and the dendrite. These chemicals are called _____.

The gap between neurons is called a(n) _____.

NERVE CELL VOCABULARY

synapse

neurotransmitters

neuron

dendrite

axon

The **BIG** Idea

- What evidence do we have that our brains change when we learn new things?

AGENDA

Approx. 45 minutes

- I. Warm Up: How I Became an Expert (5 minutes)
- II. Practice Makes Perfect (10 minutes)
- III. You Can Grow Your Intelligence (10 minutes)
- IV. Juggling Experiment (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 10, How I Became an Expert
- Student Handbook page 11, The Myth of Michael Jordan
- Student Handbook pages 12-13, You Can Grow Your Intelligence
- Student Handbook pages 16 and 17, Juggling Experiment

Overhead projector

Chart paper and markers

Colored pencils

OBJECTIVES

During this lesson, the student(s) will:

- Create a list of evidence that brains change with learning

OVERVIEW

In this lesson, students examine evidence that practice makes perfect. Evidence includes:

- Skills they've mastered
- Michael Jordan's rise to basketball superstardom
- Juggling experiment

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 11, The Myth of Michael Jordan**
 - **Student Handbook page 12-13, You Can Grow Your Intelligence** (NOTE: You will use the first page this week and the second page in next week's lesson)
 - **Student Handbook page 16 and 17, Juggling Experiment**
- If possible, print out some color copies of **Student Handbook pages 16-17, Juggling Experiment**, so that the yellow areas in the photo of the brain are evident.

VOCABULARY

Control Group: in an experiment, the group that receives no treatment.

Experiment: a procedure designed to examine the effects of a treatment. Often two groups are compared. The first group is exposed to one kind of treatment, while the other gets another kind of treatment, or often no treatment at all. Both groups are observed to see if any changes took place as a result of the treatment.

Experimental Group: in an experiment, the group that receives the treatment, and is compared to a control group that does not.

Magnetic Resonance Imaging (MRI): type of body scan used to see the structure of the part

examined, for example, the brain.

IMPLEMENTATION OPTIONS

In **Activity III, You Can Grow Your Intelligence**, you may choose to read the story aloud as a class, to assist struggling readers. Underline the key points in the article on the overhead and have students highlight those points on their handbook pages.

For **Activity IV, Juggling Experiment**, you may choose to introduce this activity by splitting the class into experimental and control groups. Then explain the differences in the treatment for each of these groups.

ACTIVITY STEPS

I. Warm Up: How I Became an Expert (5 minutes)

1. Have students turn to **Student Handbook page 10, How I Became an Expert**, in which they describe a skill they've mastered and how they learned it.
2. Then have students pair up and describe this learning process to a partner, allowing a minute for each to speak.

II. Practice Makes Perfect (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, we finished up by discussing two different ideas about intelligence. Who can summarize what those ideas were? (One is that your intelligence remains the same throughout life; the other is that you can grow your intelligence.) Today we're going to look at some of the evidence that shows that you can change your brain through effort and hard work.

You've heard the expression "practice makes perfect"? Let's hear some of your **How I Became An Expert** examples to see if it's true.

2. Ask several students to describe their skill and how they learned it to the class. Include the following questions if students don't make these points themselves:
 - Were you good at this skill the first time you tried it?
 - Did you make any mistakes as you were learning?
 - How often do you practice this skill?
 - What will you do to continue to improve?
3. On chart paper, list students' examples of learning through practice. For example, "Luke: Typing, keyboarding class + 2 years practice."
4. **SAY SOMETHING LIKE:** It's easy to look at someone who does something really well and not see the effort it took to get there. Our next example is a famous one – Michael Jordan. Who can tell me something about his career? [Students respond.]

When people talk about Michael Jordan, they often describe him as a "natural athlete." But the truth may surprise you.

5. Refer students to **Student Handbook page 11, The Myth of Michael Jordan**, and read the story aloud.

6. Ask students for the evidence that Michael Jordan's attitude and training propelled him to the top of his game, and add his accomplishment to the chart.

III. You Can Grow Your Intelligence (10 minutes)

1. **SAY SOMETHING LIKE:** We've created quite a list of personal accomplishments that required lots of effort. By a show of hands, how many are convinced that you can "grow your intelligence"? [Students respond.]

The kind of evidence we have on this chart led scientists to the idea that being talented or smart might be something people could change. Please turn to **Student Handbook page 12-13, You Can Grow Your Intelligence**, to find out more.

2. Read the first paragraph aloud.

SAY SOMETHING LIKE: This says that scientists agree that "practice makes perfect." I wonder what evidence they have?

[Ask students to read the remaining paragraphs on page 12. Under "Build a Better Brain." Have them underline the sentence that describes how the brain changes as a result of practice.]

3. Ask for a volunteer to read his underlined sentence aloud.

SAY SOMETHING LIKE: So scientists say your brain connections grow when you learn something new, that you get more of these tiny branches called dendrites, which help neurons connect with other neurons to send information through the brain. I'm really curious about how they know that.

IV. Juggling Experiment (15 minutes)

1. **SAY SOMETHING LIKE:** If you were going to design an **experiment** to test whether learning changes your brain, what would you do? [Explain what's meant by an experiment, and call students' attention to remaining vocabulary words as they're introduced. Distribute colored pencils to students.]

A few years ago, brain researchers at the University of Regensburg in Germany wanted to know if they could see a change in people's brains when they learned something new. They decided to teach people to juggle, and observe the results. How do you think they might identify changes? [Allow students to guess.]

[Have students turn to **Student Handbook pages 16-17, Juggling Experiment**, and put its transparency on the overhead, referring to it as you explain each step.]

2. The researchers worked with a group of 24 people. None of them knew how to juggle. The people were divided into two groups. Group A was the **control group**. They would not learn to juggle. At each step of the experiment, their brains would be compared with the brains of the people in Group B.

Group B was the **experimental group**. They would learn and practice juggling. Before the experiment began, everybody in both groups received an **MRI** (brain scan). Who remembers what an MRI shows? (Allow students to respond). That's right, it shows the structure of the brain.

[Instruct students to draw a picture or write words in each of the top two boxes as a reminder of how Group A and B were different. For example, they could draw a stick figure of someone juggling in the box labeled Group B, and write "No Juggling" in the box under Group A. **Note:** At each step of the experiment, students should write or draw something in the boxes that will help them remember the material.]

3. For three months, the people in Group B practiced juggling. The people in Group A did not. Then, all of the participants had another MRI to show what their brains looked like. What do you think the researchers discovered? [Allow students to respond.]

[Show students the yellow areas in the diagram of the brain.] These areas show new structures in the brains of the jugglers, colored yellow to make them easier to see. No changes were found in Group A. The changes in Group B happened in parts of the brain that process information about moving objects. The jugglers' practice caused physical changes in the brain!

In the last step of the experiment, the people in Group B discontinued their juggling – no more practice. Three months later, each person received one last MRI. Would you expect any brain changes in Group A, the people who had never juggled? (No.) What would you predict happened in the brains of Group B, the people who had once juggled and no longer practiced? (The brain structures they'd built during their three months of juggling got smaller once they stopped practicing.)

4. Add research results to the chart begun in **Activity II, Practice Makes Perfect**.

V. Wrap Up (5 minutes)

1. Discuss the following:
 - What happens to the nerve cells in the brain as learning takes place?
 - What everyday evidence do we have that it is possible to “grow your intelligence”?
 - What scientific evidence do we have from the researchers in Germany?
2. **SAY SOMETHING LIKE:** Next week, we’re going to follow up on the last piece of the Juggling Experiment. What happens to your brain when you stop practicing a skill?
Hint: the title of the lesson is “Use It or Lose It.”

How I Became an Expert

Name one subject or activity that you do well (for example, math, basketball, playing the guitar, painting, cooking, or car repair). _____

Describe how you learned it.

List two things you've done to get better at this activity.

1) _____

2) _____

The Myth of Michael Jordan



Michael Jordan is one of the best basketball players of all time. His average points per game is the highest in NBA history – 31.5. He is one of two players to score more than 3000 points in a single season. And he has 11 MVP awards – five for the regular season and six for the finals.

It was dazzling to watch Jordan play. People often spoke of his grace on the court. They talked about his natural abilities.

But the true story is different. When he was a sophomore in high school, Michael Jordan didn't even make the team. "It was embarrassing not making the team," he says. "They posted the roster [list of players] and it was there for a long, long time without my name on it. I remember being really mad, too, because there was a guy who made it that wasn't as good as me."

Someone else might have sulked, or quit. But this setback only fueled Jordan's desire to improve. "Whenever I was working out and got tired and figured I ought to stop, I'd close my eyes and see that list in the locker room without my name on it," Jordan says, "and that usually got me going again."

The phys ed teacher at Jordan's high school, Ruby Sutton, describes Jordan's commitment to the game in those days. "I would normally get to school between 7 and 7:30. Michael would be at school before I would. Every time I'd come in and open these doors, I'd hear the basketball. Fall, wintertime, summertime. Most mornings I had to run Michael out of the gym."

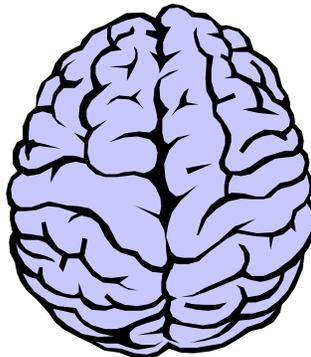
Adapted from "Michael Jordan transcends hoops" by Larry Schwartz. ESPN.com, 2007.

You Can Grow Your Intelligence Mysteries of the Brain Revealed!

Practice Makes Perfect

“Practice makes perfect!” Coaches say it. Teachers say it. And now scientists are saying it, too. If you’ve always thought that you were smart or dumb, athletic or klutzy, artistic or not-so-artistic, think again. It turns out that old “practice makes perfect” saying is true.

The evidence is all around you. Basketball players spend time in the gym, practicing passing, shooting, and defensive skills. Their coaches watch their performances and suggest ways they can improve their technique. The more they practice, the better they get. This works for school subjects as well - from algebra to zoology.



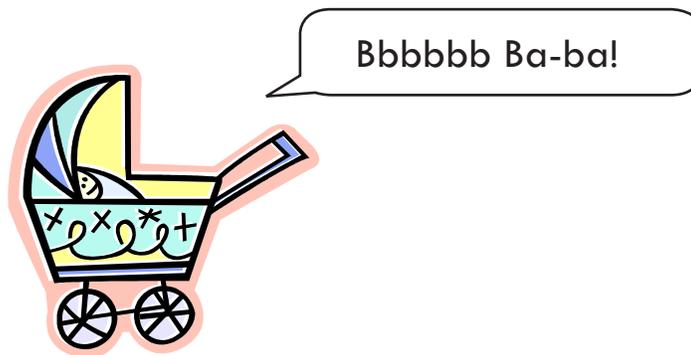
Build a Better Brain

It might surprise you to know that practice causes changes in the brain. Your brain has billions of nerve cells called neurons. To think and solve problems, your brain sends messages from one neuron to the next. Learning builds connections between neurons. When you practice a skill, you’re building these connections. The more you practice, the more connections you have, the better you get at the thing you’re practicing.

Out of the Mouths of Babies

Babies are a good example of “practice makes perfect.” They can’t understand language when they’re born. They spend a lot of time listening and trying to figure out what’s going on around them. They practice the sounds they hear, cooing and gurgling like they’re having a conversation. Baby sounds lead to their first words, like “mama” and “bottle.” People might not even recognize these words at first, but the babies keep right on practicing. They make a lot of mistakes, but no one thinks they’re stupid. Everybody knows they’re learning.

By age one, babies may say a word or two. By age two, they may say two or three hundred words. By age three, they can put words into sentences. The babies’ brains have changed. They’ve built new connections. They’ve actually gotten smarter. Practice makes perfect!



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Juggling Experiment

The experiment began with two groups of people who didn't know how to juggle. There were 12 people in each group. Each person had a brain scan at the beginning of the experiment. For each of the boxes below, draw or write something that will help you remember the differences between Group A and B.

Group A

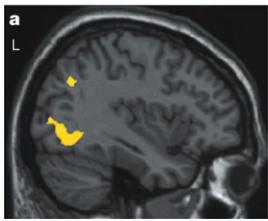
Group B

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The **control** group

The **experimental** group

Then, both people in both groups had MRIs (brain scans).

	
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There were _____ in the brains of the people in the control group.

The jugglers' brains showed _____

_____.

The jugglers stopped practicing. 3 months later, people in both groups had MRIs (brain scans).

Group A

Group B

--	--

What happened to the brains of the people in Group A?

What happened to the brains of the people in Group B?

Use It or Lose It

The **BIG** Idea

- What happens to skills that I don't practice?

AGENDA

Approx. 45 minutes

- I. Warm Up: Do-Now: Something I Need to Improve (5 minutes)
- II. Pruning (10 minutes)
- III. What am I Using and What am I Losing? (15 minutes)
- IV. The Dazzling Students of Garfield High (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 18, Something I Need to Improve
- Student Handbook page 19, What Skills Am I Building?
- Student Handbook pages 12-13, You Can Grow Your Intelligence (Out of the Mouths of Babies)
- Student Handbook pages 20, The Dazzling Students of Garfield High
- Student Handbook pages 21, Garfield Grads: Where Are They Now?

- Overhead projector
- Chart paper and markers
- Colored pencils

OBJECTIVES

During this lesson, the student(s) will:

- Understand that the process of pruning reduces connections between neurons when skills are not practiced
- Identify skills they're spending most of their time on, and understand the consequences for learning

OVERVIEW

In this lesson, students consider the importance of practicing skills that they find difficult. They create a bar graph of how they spend their time and discuss the implications for learning and success. They read about the brain pruning that takes place in toddlers and adolescents, and hear the story of the hard work and academic achievements of the students of Garfield High School in East Los Angeles. (The movie “Stand and Deliver” is based on their story.)

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary word and definition on the board.
- Think about a skill you’ve had difficulty with, and be prepared to describe your attempts to improve.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 19, What Skills Am I Building?**
 - **Student Handbook pages 12-15, You Can Grow Your Intelligence (Children’s Brain Growth)**

VOCABULARY

Pruning: process in which weak brain connections are eliminated and connections that get more use are made stronger.

IMPLEMENTATION OPTIONS

In **Activity II, Pruning**, you may choose to read the article as a class to assist struggling readers. On the overhead, underline the key points in the article and have students highlight those points on their handbook pages.

For **Activity III, What am I Using and What am I Losing?**, you may choose to make a sample bar graph charting how you spent your time during middle school.

ACTIVITY STEPS

I. Warm Up: DO NOW: Something I Need to Improve (5 minutes)

1. **SAY SOMETHING LIKE:** The title of last week's lesson was "You Can Grow Your Intelligence." Who can explain what that means? Who can offer evidence that it's possible to do this? Who can summarize the results of the juggling experiment? What happened when the jugglers stopped practicing?

This week, we're going to focus on what happens to skills you stop practicing. The title of today's lesson is "Use it or Lose It."

2. Have students turn to **Student Handbook page 18, Something I Need to Improve**. Model the completion of this page by describing an activity you've had difficulty with, and your attempts (successful or not) to improve. Then have the students complete the page independently.
3. When they've finished, have a few students share their own stories.
4. **SAY SOMETHING LIKE:** It seems like most of us have subjects or activities we feel we're not good at. Some of us may even go out of our way to avoid those activities because they make us feel awkward or stupid. What happens if you stop trying the first, or the second, or the twentieth, time something is difficult? (You stop learning.)

II. Pruning (10 minutes)

1. **SAY SOMETHING LIKE:** There are two times during a person's life when he or she is building brain connections at a tremendous rate. Anyone wants to guess at what age this happens? [Accept guesses, and ask students for supporting evidence.]

One period of amazing brain growth is in early childhood – from infancy to age three.

2. Have students turn to **Student Handbook pages 13, You Can Grow Your Intelligence**, to read "Out of the Mouths of Babies." Place the transparency of this page on the overhead projector.

SAY SOMETHING LIKE: If I were a student in this class, I'd wonder why babies' brain growth is important to our discussion of your brain growth. Ideas?

3. Have students read page 13 to themselves, then discuss what babies can teach us about learning.
4. **SAY SOMETHING LIKE:** There's one other thing we can learn from babies. They're building lots of dendrites (brain connections). When they reach the age of three, the brain connections that are used less frequently disappear. The strongest and most-used connections survive, which allows the brain to work efficiently. This process is called **pruning**. You may have seen someone prune a tree or hedge. They cut back spindly, unhealthy branches, which helps the remaining branches grow stronger. The same thing happens inside your brain.
5. **SAY SOMETHING LIKE:** Now, let's return to the adolescent brain – yours. In case you haven't guessed, the other period of big brain growth is right before puberty, around age 11 or 12. While you were going about your everyday life in the past few years, your brain was building dendrites. Now, from ages 13 to 18, your brain will go through a pruning process to make sure that the strongest connections survive. So, if you want to be great at sports, or music, or academics, now is the time to exercise those parts of your brain. Your brains are very adaptive at this age. That's why it's easier for young people to learn to speak a new language or operate a new piece of technology than it is for adults. Scientists also think that sleep is necessary for brain pruning and growth – ten hours a night is recommended.

III. What am I Using and What am I Losing? (15 minutes)

1. **SAY SOMETHING LIKE:** In the next activity, you're going to take a look to see how you're spending your time to examine what connections you're strengthening. And what you may be in danger of losing. [Instruct students to turn to **Student Handbook page 19, What Skills Am I Building?** and place its transparency on the overhead. Distribute colored pencils to students.]

How many of you have ever created a bar graph? [Show of hands.] Who can explain how this is done?

2. **SAY SOMETHING LIKE:** To make this bar graph, you are going to figure out how much time you spend in one day on each of the activities listed at the bottom of the page. Each of the small boxes equals 15 minutes, so four boxes equal one hour. The color of the boxes changes to show where one hour ends and the next begins. Let me show you how this works.

3. Model the creation of the bar graph as follows. **Note:** you can adjust the dialogue to describe how you spend your time. (See **Implementation Options.**)

SAY SOMETHING LIKE: What’s the first activity listed here? (TV) Let’s say I turn on the TV when I get home at 7:00 and watch until 10:00 at night. From 7:00 to 8:00 is one hour, 8:00 to 9:00 is two hours, and 9:00 to 10:00 is three hours. I’m going to find the 3-hour mark and color the bar below it.

I’m skipping “Video Games” and “Sports” because I don’t do either one. I probably read for at least an hour a day, so I’ll find the 1-hour mark and color the bar below it. And so on.

If there are activities you do often, but don’t see here, for example, playing a musical instrument or doing arts and crafts projects, write them in one of the columns to the right. You should also feel free to add a column for downtime – daydreaming or talking with friends. Don’t worry if there’s some overlap between your activities, for example, if you do math homework with the TV on in the background. Just make your best guess as to how much time you’re spending on each.

You can include all of the time you spend in class only if you’re paying complete attention. So if you’re with your math teacher every step, taking notes and working all the sample problems, give yourself credit for 45 minutes. If you do a half hour of homework, add another 30 minutes, for a total of an hour and 15 minutes. If you don’t do either of these things, skip the math column – your total time spent on math is zero – and go on. If you’re somewhere in between, give yourself credit for the time you spend paying attention and the amount of homework you do.

[Let students know how long they have to work on their graphs, and let them know when a minute remains.]

4. Help students summarize their findings.

SAY SOMETHING LIKE: Let’s take a look at the skills that lead to success in school. (Reading, Math, Writing, Computer) How much time did you spend on these subjects? Are you seeing any relationship between what you’re good at, and how much time you spend on that activity? Why does this happen?

The question you may want to ask yourselves is “What’s important to me, now and for

my future?” If the things that are important are not the things you’re spending time on, what can you do to make a change?

SAY SOMETHING LIKE: It takes less time to make a change than you might imagine. Suppose on the average night you watch 4 hours of TV and spend 30 minutes on math work. If you spent one half hour less on TV each night, and used that time to practice math problems instead, you could double the time you spend on math each day. At the end of a school week, that little bit would add up to two and a half hours. At the end of the month, you’d have spent 10 extra hours on math—all from 30 minutes each night!

[Ask students to share examples of activities where they need to increase their effort in order to grow their intelligence. Then examine what activity(s) they could cut back on.]

IV. The Dazzling Students of Garfield High (10 minutes)

1. **SAY SOMETHING LIKE:** Our last activity today is a case study of a group of high school students who performed far beyond their own expectations. How they managed to do this will probably not surprise you, now that you know what’s required to grow your intelligence.

Please turn to **Student Handbook page 20, The Dazzling Students of Garfield High**. I’d like you to read this page with a partner. Here are the questions I’d like you to consider as you read. [Display the following questions on the board, overhead, or chart paper]:

- What do we know about Garfield High?
- What was the students’ goal?

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Let’s make a list of what we learned about the brain today. [Write students’ suggestions on chart paper. These might include the need for practice, that mistakes are okay, use it or lose it.]

2. Next week, we'll complete our lessons on growing your intelligence. We'll look at the life stories of a few more highly successful people, learn new ways to describe intelligence, and think about advice we might have for younger students who haven't heard about this research. I'll see you then!

Something I Need to Improve

Name one subject or activity (for example, sports, music, or art) that you struggle with.

Describe why you find it difficult, or give an example of a time you had difficulty.

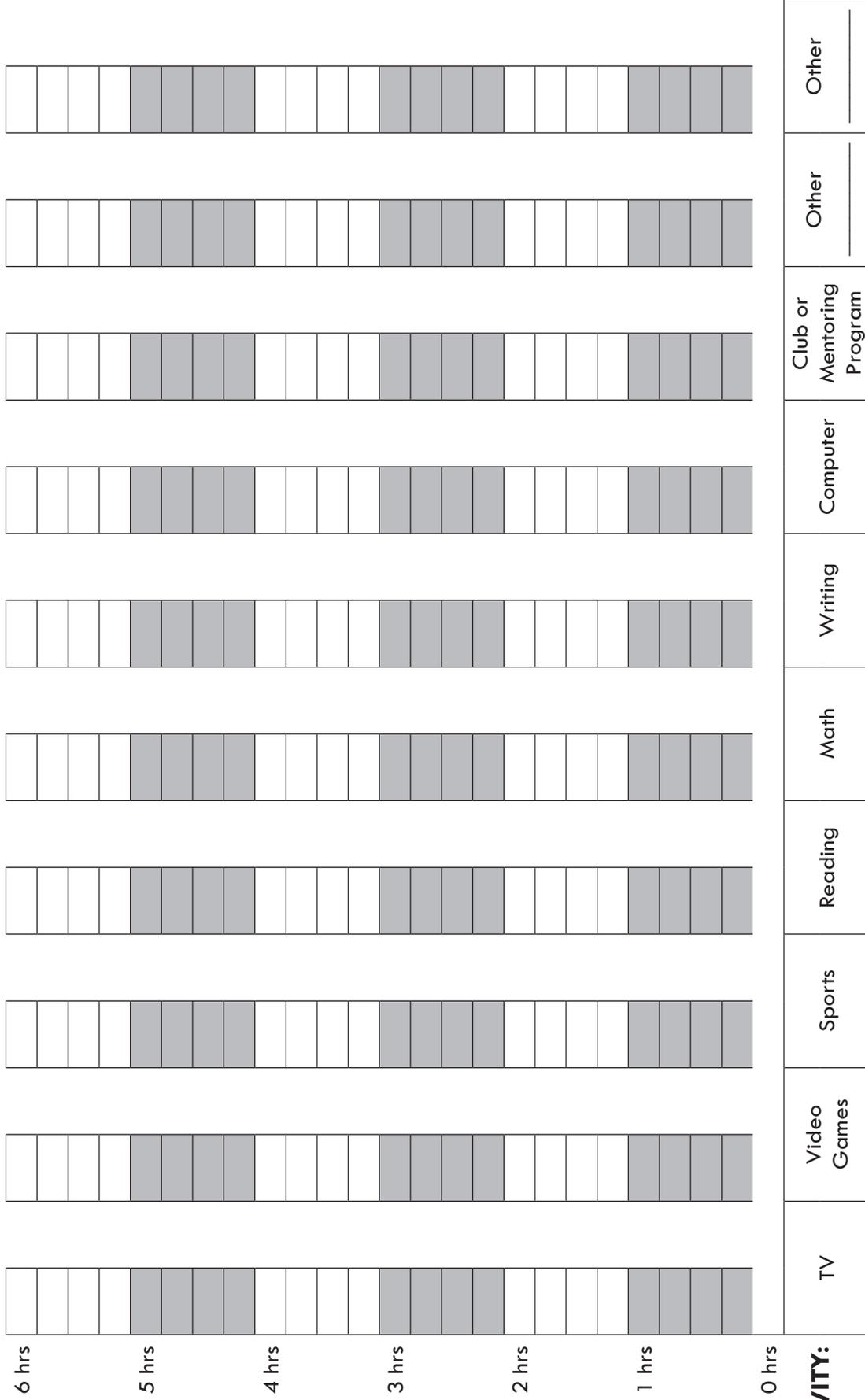
List two things you've done to get better at this activity.

1)

2)

What Skills Am I Building?

Think about how you spend a typical day. Create a bar graph to show how many hours you spend on each of the activities below. Example: If you pay attention in math class (45 minutes) and spend a half hour on homework (30 minutes), you can color in 5 spaces (1 hour, 15 minutes) in the “math” column.



ACTIVITY:

The Dazzling Students of Garfield High

The students who attend Garfield High School in East Los Angeles are not rich. Nine out of ten students qualify for free lunch. They are not privileged. Many of their parents didn't finish high school. But they are famous.

Years ago, Garfield High School students dazzled people across the country. They became experts at the most difficult math high schools have to offer – calculus.

Their teacher, Mr. Escalante, did not believe in failure. He believed in preparation. He made his students believe, too. Here are the things they did to become top math students.

- They worked hard in math in junior high, no matter how poorly they had done in earlier grades.
- They came to school early and stayed late when they needed extra help.
- They attended special summer school courses to improve their skills.
- They cheered and chanted to get themselves ready for the work ahead.
- They had a goal – passing the Advanced Placement Calculus Test – the hardest standardized math test in the country.

Did their effort pay off? It did. One year, 18 students passed the test – a huge number for a test so difficult. Each year, more students attempted the test. Five years later, 85 students passed. The Garfield students went on to some of the best colleges in the country, and some of the best jobs anywhere.

Garfield Grads: Where Are They Now?



Dr. Armando J. Islas
Dentist/Surgeon, Policeman, CEO
Class of 1976

Dr. Islas was the first in his family to go to college. He attended Harvard.

What he learned from Mr. Escalante:
“You can do anything you want to do and nobody can put a ceiling on how high you can go.”



Juanita Gutierrez
Director of Public Relations, HSBC
Class of 1988

Ms. Gutierrez attended Wellesley College (Massachusetts) and the London School of Economics.

What she learned from Mr. Escalante:
“He made sure that students . . . came back after their first year of college and told us about their college experience . . . That one student coming to tell us about her experience changed my life forever.”



Thomas I. Valdez
Research Engineer, Jet Propulsion Laboratory
Class of 1991

What he learned from Mr. Escalante:
“He gave me the ability to push myself and, yes, I can do whatever I want.”

PHOTOS: Micheal Hall Photography (www.michealhallphotography.com)

STORY: The Futures Channel, Inc. (www.thefutureschannel.com)

Word to the Wanna-Be Wise

The **BIG** Idea

- Why is “growing your intelligence” worth the effort?

AGENDA

Approx. 45 minutes

- I. Warm Up: Career Match (5 minutes)
- II. Career Match Discussion (10 minutes)
- III. “Grow Your Intelligence” Review (10 minutes)
- IV. A Word to the Wise Letter (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS **PORTFOLIO PAGES:**

- Portfolio page 20, Grade 7 Skills Checklist (Grow Your Intelligence Only)

 STUDENT HANDBOOK PAGES:

- Student Handbook page 22, Word to the Wise Letter

 FACILITATOR PAGES:

- Facilitator Resource 1, Career Match
- Facilitator Resource 2, Career Match Answers

 Overhead projector Chart paper and marker**OBJECTIVES**

During this lesson, the student(s) will:

- Consider the ways in which stereotyping can limit aspirations
- Review behaviors needed to grow your intelligence

OVERVIEW

In this lesson, students are asked to match twelve photos of people with their careers. Students discuss how a person's appearance, gender, or race influenced their ideas about career possibilities, and how such stereotypes can limit their own aspirations. The class reviews what they learned about growing your intelligence, and each student writes a letter to a sixth grader advising him or her on this topic.

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:
 - **Facilitator Resource 2, Career Match Answers**
 - **Student Handbook page 22, Word to the Wise Letter**
- Make color copies of **Facilitator Resource 1, Career Match** (half the number of your largest class). Cut up the photo cards and career strips and place each complete set in an envelope or plastic bag. (This will be used as a class set.)
- Make copies of **Facilitator Resource 2, Career Match Answers**. If you want students to be able to highlight their answers, you'll need a copy for each student (or pair of students).

VOCABULARY

Perseverance: (from persevere) quality of persisting in an idea, purpose, or task despite obstacles.

Persistence: (from persist) quality of continuing firmly and steadfastly despite obstacles.

Stereotype: an oversimplified image or idea held by one person or group about another. For example, “Teenagers have no respect for their elders” is a stereotype.

IMPLEMENTATION OPTIONS

In **Activity II, Career Match Discussion**, you may wish to have students continue to work in pairs to find the people whose backgrounds are similar to theirs.

For **Activity II, Career Match Discussion**, you may organize the students into groups of four to cut down on color printing. Make sure to give specific guidelines to make sure everyone is involved in the decision. You may want to use a Kagan strategy to assign roles so everyone gets to talk.

In **Activity IV, A Word to the Wise Letter**, if your students struggle with writing, you may wish to reduce the number of required “facts” to three and/or allow students to include information about the brain as bullet points. In addition, you may choose to have students complete this exercise in small groups with one person writing down the group’s thoughts.

For **Activity IV, A Word to the Wise Letter**, you may choose to send your students’ letters to sixth-graders in your district.

In **Activity V, Wrap Up**, if time permits, you may wish to allow two minutes for students to describe their ideas for improvement to their partners before sharing them with the class.

ACTIVITY STEPS

I. Warm Up: Career Match (5 minutes)

1. Review the previous week's work as follows:

SAY SOMETHING LIKE: Who believes it's possible to grow your intelligence? In a few minutes, you'll have the opportunity to share your knowledge with sixth-graders who will soon be where you are today. But first, I'd like you to consider twelve more people. They are similar to Michael Jordan and the students of Garfield High School because each of them is top in his or her field. Let's see how well you can predict their careers.

2. Pair students. Distribute **Facilitator Resource 1, Career Match**, one set of 12 photo cards and 12 career strips for each pair of students. (See **Implementation Options**.)

II. Career Match Discussion (10 minutes)

1. **SAY SOMETHING LIKE:** Please remove the materials from your bag or envelope and place them on your desk. You should put all of the photo cards on one side, face up, and all of the word strips on the other side, face up. You'll notice that all of the word strips are the names of careers. [Define any careers with which the students are unfamiliar.] On each of the photo cards is a picture of someone who has one of these careers. Your assignment is to match each career name with the person who you think has the job. You should talk through your choices with your partner. When you are finished, we'll find out more about these people, who they are, and how they got where they are today. You have five minutes.
2. Give students 4 minutes to work, and a 1 minute warning when time is almost up. If students protest that they don't have enough information, acknowledge that they don't have much to base their decisions on, and that they should just do the best they can.
3. When students have finished, **SAY SOMETHING LIKE:** This was a very difficult job! You had nothing to go on but a person's appearance. Before we find out who's who, let's talk for a minute about how you made your decisions. [Ask the following questions, and ask students to explain their answers. **Note:** they should be courteous in describing any of the people pictured.]
 - Did you make any matches based on what a person was wearing?
 - Did you make any matches based on a person's gender, that is, whether a job is more likely to be held by a man or a woman?
 - Did you make any matches based on a person's race, for example, whether you

thought a white person was more likely to have a particular job than an African-American person, or vice versa?]

4. **SAY SOMETHING LIKE:** Let's reveal the results and see how you did.

[Quickly distribute **Facilitator Resource 2, Career Match Answers**, and have students review their answers.]

5. Refer students to the vocabulary word on the board, and explain the definition of **stereotype**.
6. **SAY SOMETHING LIKE:** In this activity, you had no choice but to base your answers on stereotypes – ideas about groups of people and the types of careers they might have. What are some reasons to question stereotypes in real life? (They might cause you to misjudge people and keep you from getting to know them.)

You may not have considered that stereotypes may also cause you to misjudge yourself. Stereotypes might keep you from reaching your goals or considering all the opportunities available to you. Can anybody give an example of how your own stereotypes have affected you, or someone you know? (Girls can't/don't . . . people from a small town can't/don't...people from my race or ethnic group can't/don't ...)

7. **SAY SOMETHING LIKE:** If some of the people in these photos had gotten trapped by this kind of thinking, they wouldn't be where they are today. Let's see if you can find examples of this.

[Have students look for one of the following, depending on which describes your school setting best. Instruct them to highlight the phrases that prove their point, and provide an example if needed]:

- 3 people who came from very small towns (Homer Hickam, Tari Hampe Deneen, Nadia Begay)
- 3 people who are immigrants (Ang Lee, Agustin Lao-Montes, Michaela)
- 3 people who grew up in a large city (Neil DeGrasse Tyson – NYC, Sonia Sotomayor – NYC, Sampson Davis – Newark, NJ)

III. “Grow Your Intelligence” Review (10 minutes)

1. **SAY SOMETHING LIKE:** People often describe themselves as “smart” or “not so smart,” or “good” or “bad” at a particular subject or activity. As you've learned, these labels

aren't particularly useful. Why? (Anyone can get "smarter" by working hard, labels could prevent you from trying or cause you to fall apart the first time you fail.) I'd like to offer you some adjectives to use in place of these old labels. [Write the following on the board]:

Persistent

Persevering

Hard-working

2. Refer to the vocabulary definitions of **persistent** and **persevering**, making sure students understand the definition of "obstacles." Have someone define "hard-working" and give an example.
3. **SAY SOMETHING LIKE:** For our last activity in this unit, I'd like you to consider everything you've learned about growing your own intelligence. It's time to pass that knowledge on. Each of you is going to write a note to a sixth-grader describing why it's so important to be persistent, hard-working, and persevering. Let's summarize some of the things you've learned about growing your intelligence that you might want to include in your note.
4. List the following categories on the board to help students to recall what they've learned:
 - Your Brain
 - Practice Makes Perfect
 - Use It or Lose It
 - Stereotypes

Create a T-chart. At the top of the left-hand column, write "message." At the top of the right-hand column, write "evidence."

SAY SOMETHING LIKE: Let's think of this in terms of advice (messages) you want to pass along, and evidence that what you're saying is true. For example, my message might be that even superstars have to practice to get where they are. I'll abbreviate this as "even superstars practice" in the "messages" column. [Demonstrate.]

My evidence would be that Michael Jordan didn't make his high school basketball team, and came to the gym at 7:00 in the morning to practice his skills. I'll abbreviate this as "Michael Jordan didn't make team, practiced at 7a.m." [Demonstrate.]

Notice that these aren't whole sentences, just ideas to help you when you write your letter.

[Let students know it's okay for one person to present an idea for a message, and another to follow up with evidence. Have students make suggestions for ideas to include in the letter until all topics have been covered.]

IV. Word to the Wise Letter (15 minutes)

1. Have students turn to **Student Handbook page 22, Word to the Wise Letter**, and place its transparency on the overhead. Read the text aloud, and model how to create the next sentence from the ideas listed on chart paper.

SAY SOMETHING LIKE: The first thing I want to talk about is Michael Jordan, so I'd look at my notes to get an idea of what I wanted to say. I might say something like "Lots of people think that talented athletes don't have to work hard, but this isn't true." Then I'd explain how hard Michael Jordan had to practice: "Michael Jordan didn't even make his high school basketball team. This made him determined to work harder than ever." Then I'd explain how this idea applies to any subject in school.

I want your letters to be very encouraging, and to make a good argument for the need to work hard as a way to grow your intelligence. I'd like each of you to include at least 5 facts – pieces of advice or evidence – in your letter.

2. Let students know they will have about 15 minutes to write their letters. Circulate throughout the class and provide help as needed. Remind students when they have only five minutes remaining to work, and let them know when they have a minute left to wrap things up.

V. Wrap Up (5 minutes)

1. Conclude the unit by asking students to consider one skill they'd like to get better at, and one step they could take to make that happen. Have volunteers share their ideas with the group.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 20 Grade 7 Skills Checklist**. Have students complete the skills checklist questions for Grow Your Intelligence skills.

GROW YOUR INTELLIGENCE

I can ...

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

Career Match

Astrophysicist (studies space)	Basketball Player
Carpenter	Cartoonist
College Professor	Doctor
Electrician	Film Director
Restaurant Owner	Author/ Rocket Scientist
Supreme Court Justice	Wildlife Biologist

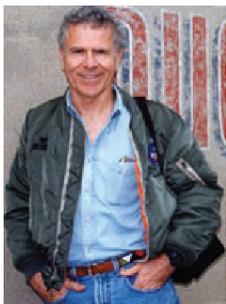
Career Match



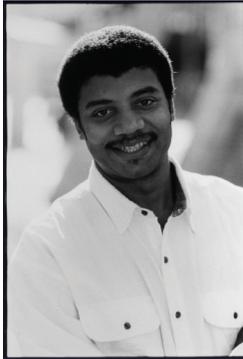
Photo credit: Bruce Caines



Career Match



Career Match Answers



Astrophysicist

Neil DeGrasse Tyson is the Director of the Hayden Planetarium. He has written 9 books and hosted science shows on PBS. He was born and raised in NYC, and graduated from Bronx Science HS. He has his BA from Harvard and a PhD from Columbia.

Photo credit: Bruce Caines



Film Director

Ang Lee was born in Taiwan. He has a BA from the University of Illinois and an MA from NYU. He has directed more than ten well-known films (and won an Academy Award for one of them). But he was not an instant success. He spent 6 years keeping house while his wife worked before breaking into film.



Restaurant owner

Tari Hampe Deneen is an entrepreneur – someone who started her own business. She opened Tari’s Café in 1989 in Berkeley Springs, WV (population: 700). She won a WV “Celebrate Women” award in 1999. She sold the restaurant in 2006, and later began a career as a singer.



U.S. Senator

Sonia Sotomayor grew up in a housing project in the South Bronx, New York City. Sotomayor got scholarships to Princeton, then Yale, where she earned her law degree. She became a lawyer, then a judge. In 2009, she became a Supreme Court Justice, one of nine judges on the highest court in the U.S.



College Professor

Agustin Lao-Montes is an Assistant Professor at the University of Massachusetts, Amherst. He is an expert in Latino and Puerto Rican studies. He has a BA from Catholic University of Puerto Rico, and an MA and PhD from SUNY Binghamton.



Basketball player

Nadia Begay learned basketball from her mom, and joined her first team in the fourth grade. As a senior, she was her state’s high school player of the year. College scouts never visited her “one-stoplight” town (Kirtland, NM), so she sent videos to schools across the country. She went on to play Division I basketball for Boise State.

Career Match Answers



Carpenter

Michaela grew up in Germany, where she studied to be a kindergarten teacher. After arriving in North America, she worked as a nanny and a security officer. She learned her carpentry skills in a community college program.



Electrician

Gerri worked as a licensed practical nurse and took business courses in college. She got into a trade-school electrician program after a four year wait. She's good at repairing things. She loves seeing city lights and knowing she had a part in putting them there.



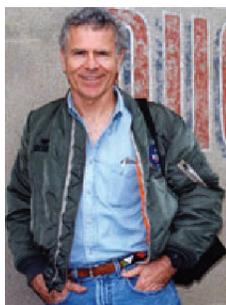
Wildlife biologist

Matt Varner grew up in the small town of Kingwood, WV. He and his wife worked many jobs to put themselves through college. Varner has worked as a fish and wildlife biologist in West Virginia, Nevada, and Alaska. In 2007, a new species of springsnail was named after him.



Doctor

Sampson Davis grew up on the tough streets of Newark, NJ. He and two friends (Rameck Hunt and George Jenkins) promised each other that they would all grow up to be doctors. They wrote a book called "The Pact" to tell how they did it. Together, they started The Three Doctors Foundation to inspire city youth to achieve their dreams.



Author/ Rocket scientist

Homer Hickam was born and raised in Coalwood, WV. He's a writer, a scientist, a SCUBA diver, and an amateur paleontologist. He has written 12 books, including "Rocket Boys," which was later made into the movie "October Sky." He graduated from Big Creek High School, and has a BS from Virginia Tech.



Cartoonist

Liza Donnelly's cartoons have appeared on websites, in books, in newspapers, and in magazines from "Good Housekeeping" to "The New Yorker." She has written and illustrated seven children's books about dinosaurs. She lives in New York City, and teaches at Vassar College.

STUDY SKILLS

Lesson Descriptions

Study Skills 1: Finding a Time and Place to Study

How can I organize my homework, materials, and study space to make the best use of my study time?

Study Skills 2: Taking Notes

How will taking notes improve my performance in school and on the job?

Study Skills 3: How to Study

What can I do in class and at home to be successful in school?

Study Skills 4: Managing Stress

What are some healthy ways to reduce stress?

Note: Review referral process with school counselor in case students bring up issues that need follow-up.

Study Skills 5: Short-term Planning

How can I make time for everything that's important to me?

Study Skills 6: Study Skills Challenge

What have I learned about study skills?

PLANNING PYRAMID

GRADE 7, Unit 4, Study Skills



Some Students Will:

- Identify a viable option for computer and Internet access if not available at home.
- Create a schedule for one day by estimating how long each task on their list will take.
- Schedule time-sensitive to-do items first (for example, basketball practice at 3pm).

Most Students Will:

- Consistently write down their homework assignments.
- Identify two students they can call about missing assignments or homework confusion.
- Take notes using the outline, mapping, or Cornell method (including differentiation between main idea and supporting details.)
- Identify one strategy to review class notes for a test.
- Prioritize tasks on a daily to-do list.

All Students Will:

- Understand the value of a regular time and place to study.
- Recognize the usefulness of taking notes at school and in the workplace.
- Identify some of the elements that make the transition to middle school stressful.
- Understand that different individuals respond to stress differently.
- Identify two healthy ways to alleviate stress.
- Create a to-do list for a single day.

ROADS to SUCCESS

Grade 7

Study Skills

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?

Many middle-schoolers need help getting (and staying) organized. Start things off one day at a time. Encourage your child to keep a list of a few things he wants to get done each day. Cross each task off the list once it's finished.

Getting Organized

For many students, the first day of school feels a lot like New Years. They may be eager for a fresh start and full of resolutions about making this year better than the one before.

How can families help kids make good on their promises to do well? Like adults, kids need to make concrete plans to stick to their resolutions. Here are some ways to tell if your teen is on the right track:

Does he write down his assignments for every class, every day?

The first step to becoming a good student is to know what's expected. Many school districts provide daily planners to help students keep track of their assignments. (No fumbling around for missing scraps of paper in the bottom of the book bag.)

Once your student has demonstrated he can do this consistently for 2 or 3 weeks, he's on his way.



Does she have a routine time and place for studying? Say no to nagging by making a study plan with your child when things are calm. Agree on when, where, and how she'll study. Figure out what works for her, and stick to the same routine every day.

Is he able to break down a big assignment into a series of smaller steps?

As kids get older, teachers expect them to tackle big assignments given weeks in

advance. Avoid the last-minute rush by helping your teen break big assignments into smaller ones. Write due dates for these smaller assignments on a calendar, and check in to see if your student is meeting his own deadlines.

Does she have the tools she needs to get the work done? Make sure the materials she needs are nearby: a dictionary, paper, something to write with, the assignment, books, and handouts. A routine is helpful here, too. Your student should have a place at home for materials that are going to school the next day, and a place at school for materials coming home. (This is even more important if your teen spends after-school time in more than one place.)

Grade by Grade: Study Skills

The transition to middle school can be a challenge. Students face new kids, new classes, new teachers—each with their own expectations.

Roads to Success offers a series of lessons to

help 7th-graders get organized—from taking notes to taking tests.

We'll show students how they can improve their school performance. We'll also show how skills developed in school carry over into

the workplace. (How do doctors, waitresses, and party planners use note-taking on the job?)

For more about Roads to Success, contact your child's teacher, or check us out at www.roadstosuccess.org.

Finding a Time and Place to Study

The **BIG** Idea

- How can I organize my homework, materials, and study space to make the best use of my study time?

AGENDA

Approx. 45 minutes

- I. Warm Up: Are You a Super Studier? (5 minutes)
- II. First Things First: Do You Have What You Need? (10 minutes)
- III. Finding the Time, Setting a Goal (10 minutes)
- IV. Finding a Special Study Spot (15 minutes)
- V. Wrap Up: Study Skills Checklist (5 minutes)

MATERIALS

STUDENT HANDBOOK

- Student Handbook page 23, Are You a Super Studier?
- Student Handbook page 24, Homework Assignments
- Student Handbook page 25, My Time, My Place
- Student Handbook page 26, Study Skills Checklist

Chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Create a place to write down their daily homework assignments.
- Consider the best time and place to study for themselves, understanding the importance of keeping this time and place consistent.
- Identify at least two students they can call for help if they have questions about their homework assignments.

OVERVIEW

In this lesson, students will talk about how to make the best use of their time when they study, from how to keep track of homework assignments to finding the best time and place to study. They'll begin with a quick quiz that asks about important study habits. Then they'll discuss the importance of homework preparation, and how to keep track of each day's assignments and materials to go home. Next, they'll talk about finding the best time to study, and how to make the best use of their time. Then they'll explore finding the best place to study - including when a computer is required - and draw a picture of their own special "study spot." Finally, they'll assess their own study habits with a study skills checklist.

PREPARATION

- Make multiple copies of **Student Handbook page 24, Homework Assignments**.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 24, Homework Assignments**
 - **Student Handbook page 26, Study Skills Checklist**
- If feasible, copy the **Study Skills Checklist** on the back of the Family Newsletter. This will allow students to review this checklist with their families.
- Write the day's **BIG IDEA** and agenda on the board.

BACKGROUND INFORMATION

Middle school is a big transition for many students. In elementary school, they had one or two teachers who were there to hold their hands and remind them of assignments and responsibilities. In middle school, they suddenly have five or more teachers—each with their own expectations and demands. Classes are held in different places, so their "home base" becomes a locker that they, and they alone, are responsible for. They also have more materials stored in that locker, with textbooks, notebooks, and other materials for each class. Notes and reminders may reach parents less frequently, so it's up to students to keep track of their own schedules, papers, and

test dates. And most importantly, students in middle school are facing much higher expectations.

To stay on top of everything, students need to be very organized—but this doesn't come naturally for many seventh-graders. They need assistance to organize their assignments, their notebooks, their lockers, and, most of all, their time. Otherwise, students may suffer academically—not because of a lack of talent, but because they simply haven't learned to organize their time to study effectively.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 23, Are You a Super Studier?** as a DO NOW. Give the students three minutes to answer the questions. Once the students have completed their quiz, go over the answers and then begin with the discussion in the **Warm Up**.

For **Activity II, First Things First: Do You Have What You Need?**, if your students' school planners look very different from **Student Handbook page 24, Homework Assignments**, you may prefer to create a model page, on either chart paper or the overhead, that matches your students' school planner.

You may choose to have the students complete the **Student Handbook page 25, My Time, My Place** after you have discussed both topics, as described in **Activity III** and **Activity IV**.

As a final homework assignment, state that you'll be checking their assignment notebooks the following week, specifically looking at the students' list of assignments for the previous day. You could also announce that you'll spot-check assignment books over the coming weeks, providing raffle tickets or small prizes to students who can find the previous day's assignments in one minute or less. Also, you could announce that you will spot-check for students' study-buddy numbers in the same way.

ACTIVITY STEPS

I. Warm Up: Are You a Super Studier? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everybody! For the next few weeks, we're going to focus on study skills. Figuring out how to get organized, take good notes, and use your time well are keys to success in seventh grade.

How many of you think you make the best use of your time when you study? Well, you're going to take a little quiz to find out! Please turn to **Student Handbook page 23, Are You a Super Studier?** Take a minute to complete the quiz.

[Give students a few minutes to complete the quiz. Then ask students to identify the right answer for each question. As the answers should be fairly obvious, this is really meant to reinforce some major ideas in the lesson. If time permits, quickly go through the quiz, asking students to raise their hands to show which letter best fits their current behavior.]

2. **SAY SOMETHING LIKE:** So, how did you do? If you got five or more answers right, then you ARE a super studier. If you didn't, then you could be a super studier—you just need to learn a few basic tips about studying. Today, we're going to discuss an important aspect of study skills—finding a consistent time and place to study that works for you.

II. First Things First: Do You Have What You Need? (10 minutes)

1. **SAY SOMETHING LIKE:** Who's ever gone home and realized you don't have the book you need to do your homework? (Show of hands) Or maybe you have the right books, but you don't know what your assignment is. As you've seen first-hand, you can't study well unless you know exactly what you need to do, and have what you need to do it.

[Ask for volunteers to explain how they keep track of their assignments for each class. You may want to write their ideas on chart paper, an overhead projector, or the board. Use this brainstorming to explain the importance of writing their assignments down in one place.]

You are exactly right! The best way to keep track of your assignments is to have one place where you write down your homework in every class every day. A small notebook is ideal, especially if it's small enough to tuck into a pocket in your book bag.

2. **SAY SOMETHING LIKE:** It's also important to know what you need to take home each night for every class. To help you remember, you could write a simple note or symbol into your planner—something that's easy to read at the end of the day when you're packing up your book bag. For example, you could simply write a "TB" or "NB" next to the assignment if you need to take home the textbook or notebook in that subject.
3. Allow students to share any notes or symbols they use to remember their assignments and/or supplies. To show students one way to organize these assignments, have them turn to the **Student Handbook page 24, Homework Assignments**. Call on two volunteers to share one homework assignment they have that week. On the overhead, model how to record the assignment and needed supplies using shorthand. (See **Implementation Options** for suggestions.)
4. Emphasize the importance of reviewing this list at the end of the day to make sure you have all the books and materials you need to take home.
5. **SAY SOMETHING LIKE:** No matter how organized you are, chances are you'll leave a book at school, forget to write down an assignment, or maybe realize you don't understand an assignment once you sit down to study. This is when it helps to have at least one "study buddy," or someone you can call for help, in each class.

I'd like you to open your assignment book, or the notebook you use for most of your classes. On the inside front cover, write down two people in your classes that you could call if you have a question about an assignment. If you know each person's phone number now, go ahead and write it down, too. If not, do this after class. You could also keep these numbers in another handy place that works for you: programmed into your cell phone or written in a card in your wallet or book bag.

III. Finding the Time, Setting a Goal (10 minutes)

1. **SAY SOMETHING LIKE:** What time do you sit down to do your homework? [Take a few answers. Ask the students why they choose that time.] This time may vary with each of you. It really depends on your schedule, other commitments, and even what time of day you feel most alert. Maybe it's easier to study right when you get home. Or maybe you need a break after school, so you study after dinner. Whenever you study, it's important to get into the habit of studying at about the same time every day.
2. **SAY SOMETHING LIKE:** It's also important to have enough time to study—and to use this time wisely. One way to do this is to have a clear goal when you sit down to study.

This goal should clearly state what you need to accomplish in each subject. You should also prioritize the assignments—tackling the most urgent and difficult assignments first. To make sure you're leaving yourself enough time to study, try to estimate the time each subject will take.

- 3. SAY SOMETHING LIKE:** Of course, we all need to take breaks while we study. You need a change of pace when you start to feel fidgety, bored, tired, or your mind wanders. Just remember to keep breaks limited—and short. What are some other good things to do if you want to take a quick break? [Students respond; stand up and stretch, pet the dog, go to the bathroom, listen to one favorite song, walk outside and take a deep breath.] If you find your breaks are stretching out, try setting a timer to limit breaks to five minutes or less.
- 4.** Have students turn to their **Student Handbook page 25, My Time, My Place**. Have them complete the first part of the page, “My Time,” in which they’ll consider the best time of day for them to study and explain why. (See **Implementation Options** for suggestions.)

IV. Finding a Special Study Spot (15 minutes)

- 1. SAY SOMETHING LIKE:** Just as it’s important to try to study at the same time everyday, it’s also important to try to study at the same place every day.

[Have students share their favorite places to study—places where they really feel like they can focus on their homework without distractions; this can be inside or outside their home. (If students do not seem to have a quiet place to work, have them describe their ideal study setting.) List these places on the board.]

- 2.** Point out how different these places are. What works for one person may not for another. It’s up to them to find the place that works best for them. Briefly discuss some important things to consider when finding a good place to study:

NOTE: Write the four factors (bolded words) below on the board, overhead, or chart paper to assist in your class discussion.

- **Comfort:** This could be a desk, kitchen table, bed, comfortable chair, or even the floor. Just be sure you’re comfortable and have room to spread out your books.
- **Sound:** Turn off any noises that are distractions—the television, a loud radio, or an MP3 player.
- **Interruptions:** Find a place where you won’t be interrupted or distracted by any-

one. Put a sign on the door and turn off your cell phone and instant messaging on your computer.

- **Materials:** Be sure you have everything you need where you study—paper, pens, pencils, calculator, dictionary, and access to any books, phone numbers, or websites you'll need.

3. **SAY SOMETHING LIKE:** What if you need a computer for your assignment? Of course, lots of students don't have computers at home.

[Have students name places where they can use the computers (besides their own homes) and make a list on chart paper. Next to each, talk about what you might need to do to use that computer. For example, you would need to sign up to use the computer lab at school, making sure there's not a class using the lab. If you use a computer at the library, find out when the busiest times are so you don't get there to find out all the computers are in use. Help students see that they do have different options.]

4. Have students turn to their **Student Handbook page 25, My Time, My Place**. Have them think about a place they know of that would be a good place to study and write that place under "My Place." Then have them draw a picture of this special "study spot." Have them write a caption or include labels to point out what makes this a good place to study. Maybe there's room to spread out, pens and paper, a comfortable chair, their favorite hat, or a radio to play soft music.
5. **SAY SOMETHING LIKE:** If you are going to try a new place to study or use the computer, it might take some getting used to. When you begin anything new, it can feel weird at first. If you're studying at the library for the first time, you might walk in and immediately feel like you want to leave. But give it a few times—I promise it will feel a little less strange each time you do it. By the end of the week, you may have found the perfect study spot.

V. Wrap Up: Study Skills Checklist (5 minutes)

1. Have students take a minute to share their **Student Handbook page 25, My Time, My Place** with a partner.
2. **SAY SOMETHING LIKE:** Before we end for the day, I'd like you to reflect on your own study skills.

[Have students turn to **Student Handbook page 26, Study Skills Checklist**, and check each one they feel they do.]

3. **SAY SOMETHING LIKE:** Take a look at your list and think about which study skills might still need some work. The first thing I'd like you to focus on is keeping track of homework assignments. Your assignment for next week is to bring in your list of assignments from the previous school day. Remember, your list should clearly show the assignment in each subject, and the materials needed for each one.

4. **SAY SOMETHING LIKE:** You all have done a great job today. Remember, if it takes some time to find a perfect time and place to study, don't get discouraged. It might take some time to find what works best for you. You have lots of people who want to help you—parents, teachers, counselors, librarians. All you need to do is ask!

Are You a Super Studier?

Below are some familiar situations. Circle the best answer for each one.

1. It's time for school! Before you rush out to meet the bus, you:
 - A. Run around the house looking for your book bag, stuffing in whatever notebooks and textbooks are lying around.
 - B. Grab your book bag from your room, but wonder if all your notebooks and textbooks are in it as you head out the door.
 - C. Grab the book bag from its regular spot. You know everything you need is there, because you packed it the night before.
2. The bell has rung and you're walking out of class with a friend. Your teacher says, "Tonight, please read Chapter 3 and answer the questions at the end." You:
 - A. Keep walking out of class, telling yourself you'll remember the assignment.
 - B. Write it on a scrap piece of paper and shove it into your book bag.
 - C. Take out your homework notebook and write it in the day's list of assignments.
3. You get home and realize you didn't write down your math homework. You:
 - A. Call someone you know in that class to find out the assignment.
 - B. Plan on doing your math homework during your science class.
 - C. Celebrate! No math homework tonight!
4. Your social studies teacher wants your paper typed on a computer. You don't have one at home, so you:
 - A. Ignore her request and write it in your neatest handwriting.
 - B. Figure you'll use the computer lab the day it's due.
 - C. Sign up to use the library computer at least twice that week, in case it takes longer than you expected.
5. It's time to head home, so you swing by your locker. You:
 - A. Pick up your book bag and whatever books you think you might need for homework that night.
 - B. Check your homework notebook to see what books and other materials you'll need for homework that night.
 - C. Look at all the books in your locker, feel overwhelmed, and go home with an empty book bag.
6. You know you have a paper, math homework, and lots of reading to do before tomorrow. Before you get started, you:
 - A. Eat a snack, call a friend, check your email, call another friend, check your email again...
 - B. Grab your books and turn on the television.
 - C. Go to your special, quiet spot for studying and set a goal for what you need to accomplish.

Homework Assignments

Name _____

From _____ to _____

(beginning of the week)

(end of the week)

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period Subject:					
2nd Period Subject:					
3rd Period Subject:					
4th Period Subject:					
5th Period Subject:					
6th Period Subject:					
7th Period Subject:					
8th Period Subject:					
9th Period Subject:					

You are responsible for writing down the assignment every day that you have for class. If there's no homework, write "NH" (for "no homework") so you know you didn't forget to write something down.

If your school has fewer than 9 periods a day, cross off the extra spaces at the bottom. If your school is on a 6-day cycle, only fill in your homework assignments for one week only.

My Time, My Place

My Time

The best time of day for me to study is _____

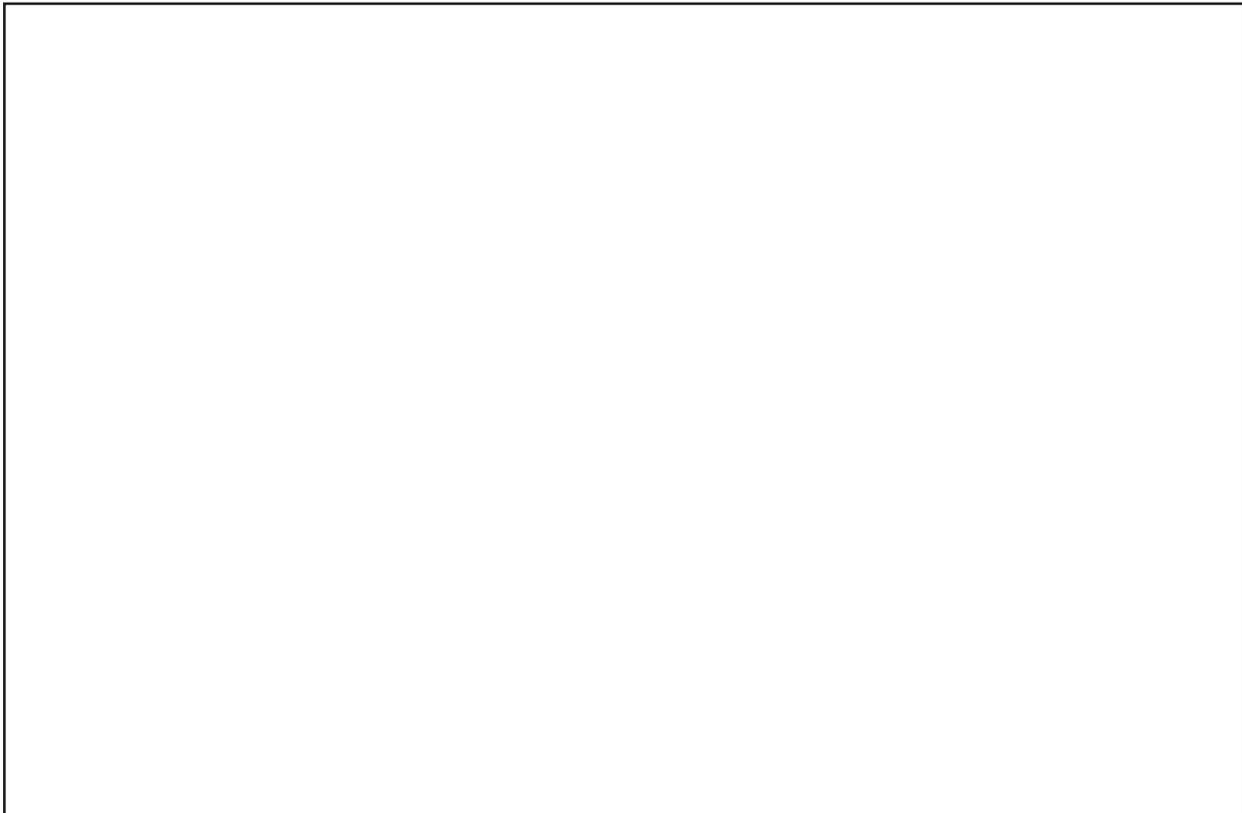
because _____

_____.

My Place

The best place for me to study is _____.

Draw a picture of this special study spot below. Include a caption or labels to point out why it's the best place for you to study.



Study Skills Checklist

How are your study habits? Read the list below, and check each item that applies to you most of the time.

- I have one place to write down my homework assignments and any books that need to go home every day.
- I check this list every day when I'm packing my book bag to go home.
- I have a special place to study that's comfortable and quiet.
- I have all my study materials in one place—including paper, pencil, calculator, and dictionary.
- I have a place to use a computer if I need it.
- I study at about the same time every day, and know that this is the best time for me.
- When I sit down to study, I have a clear goal of what I want to accomplish in each subject.
- I usually have enough time to finish my homework.
- I have the phone number of at least one person in each class that I could call with a question about an assignment.
- Every night, I put all the things I need to take to school the next day in the same place.

Taking Notes

The **BIG** Idea

- How will taking notes improve my performance in school and on the job?

AGENDA

Approx. 45 minutes

- I. Warm Up: Scavenger Hunt (5 minutes)
- II. What's My Line? (10 minutes)
- III. Take Note! (15 minutes)
- IV. The Red Effect (10 minutes)
- V. Wrap Up: Study Skills Assignment (5 minutes)

MATERIALS

STUDENT HANDBOOK

- Student Handbook page 27, What's My Line?
- Student Handbook page 28, Note-taking Methods
- Student Handbook page 29, Note-taking Methods (The Red Effect)

FACILITATOR RESOURCE

- Facilitator Resource 1, DO NOW: Taking Notes
- Facilitator Resource 2, The Red Effect
- Blackboard or overhead projector
- Index cards (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Understand the importance of taking notes in school and at work.
- Compare and practice several methods of taking notes on material presented verbally.

OVERVIEW

In this lesson, students play a game in which note taking is important. They also guess people's professions by looking at their notes. After modeling different ways of taking notes, students practice the different methods in a group activity.

PREPARATION

- The following handouts can be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 28, Note-taking Methods**
 - **Student Handbook page 29, Note-taking Methods (The Red Effect)**
 - **Facilitator Resource 1, DO NOW: Taking Notes**
 - **Facilitator Resource 2, The Red Effect**
 - The paragraph, "This Monkey's Business was Art," from **Activity III**.
- Familiarize yourself with the different forms of note-taking methods you will model during **Activity III, Take Note!**. For additional information about note-taking systems, visit: www.sas.calpoly.edu/asc/ssl/notetaking.systems.html.
- Write the day's **BIG IDEA** and agenda on the board.

BACKGROUND INFORMATION

Taking notes helps students focus attention during class and remember the ideas and facts presented once class is over. It also encourages students to make connections and elaborate on classroom discussion topics. It helps them process information more fully, and to recall information with greater ease. It is important for students to find the note-taking method that works best for them. For this lesson, there is a considerable amount of time reserved to explain how to take notes in a step-by-step format so students will be able to understand and adopt the method that works best for them.

NOTE: This lesson is intended to prepare students for note taking based on a lecture, rather than written text.

IMPLEMENTATION OPTIONS

DO NOW:

You may choose to replace the **Warm Up** activity (scavenger hunt) with a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.

Questions:

1. In what class or classes do you regularly take notes?
2. Do you follow a certain method of note taking? Explain how you take notes. (If there are multiple methods, just list them.)
3. List 2 jobs that you think require some form of note taking. (There is no right or wrong answer, just try your best.)

[Give the students 3 minutes to answer these questions. Call on students to volunteer their answers and then discuss what they will be learning today.]

For **Activity I, Scavenger Hunt**, if you think your students will be able to remember a list of 5 items without taking notes combine lists A and B into one longer list.

For **Activity III, Take Note**, time constraints may prevent you from teaching all three note-taking methods. If so, choose the two methods that you think your students will most benefit from.

Note: Students complete the two corresponding sections of **Student Handbook page 28, Note-taking Methods**, skipping the section not covered.

ACTIVITY STEPS

I. Warm Up: Scavenger Hunt (5 minutes)

1. For this activity, break students into small groups of four or five.
2. **SAY SOMETHING LIKE:** We're starting today's class with a quick scavenger hunt. Listen carefully—I'm only going to give the directions once. [Pause.] Within your group, I'd like you to gather five objects. I will read from two lists. You can choose all the objects from List A or all the objects from List B. (See **Implementation Options** for suggestions.) The first group that gets all five objects from one of the lists wins. [Read the list aloud.]

List A	List B
A blank piece of paper	Lip gloss or chapstick
A homework planner	A shoelace
A pen or pencil	A coin
A highlighter	A watch
A textbook	A necklace

[NOTE: If after a few minutes, no group has come up with all the objects from a list, the group with the most objects wins.]

3. **SAY SOMETHING LIKE:** Raise your hand if you wrote down the instructions. Did you write down every word I said, or just the important words? Was it possible to complete the task without taking notes? How did taking notes help?

Give yourselves a pat on the back if you had every item from List A. You're really prepared for class!

II. What's My Line? (10 minutes)

1. **SAY SOMETHING LIKE:** During the scavenger hunt, you saw that notes made it easier to remember what you had to do, which is true for most anything. We just can't keep the details of everything we hear in our heads, so we write things down. And since we can't possibly write everything down, we take notes to remember the important things.

This is of course true for students, but it's also true for just about every job there is.

Can anyone name a profession where note-taking is important? [Students respond.]

2. Refer students to **Student Handbook page 27, What's My Line?**

SAY SOMETHING LIKE: Take a look at each set of notes on this page and see if you can figure out the job of the person who wrote them. For each one, there might be more than one right answer.

[Have students fill out the worksheet. After a few minutes, go over the answers with the entire class.]

SAY SOMETHING LIKE: Were these notes different from just a list? How? What were some of the shorthand elements the notes included? How could people tell what was most important in their notes?

Underlining information or using stars or other symbols can help you know what's most important in your notes when you read them again.

III. Take Note! (15 minutes)

1. **SAY SOMETHING LIKE:** There are a lot of different ways you can take great notes. Some people develop their own style. But there are also a few standard methods that a lot of people like to use. Listen to the following short news story. After I read it, I'll show you three different ways you could take notes on the information.

[Read the following paragraph aloud. Display the passage on chart paper and direct students' attention to it while you are reading.]

This Monkey's Business Was Art

An American Art collector was not monkeying around when he paid \$26,352 for three paintings created by a chimpanzee. The three brightly colored abstract pieces were painted by Congo, a chimpanzee artist. They were created during the 1950s, when Congo was just three years old!

SAY SOMETHING LIKE: So, what's the main idea or subject of the story?

(Chimp art or collector bought art made by chimp)

2. Most note-taking starts with the main idea. When you use the outlining method, you

write the main idea or most general information at the left. Then, you indent and write the details of the big idea.

Turn to **Student Handbook page 28, Note-taking Methods**. Be sure to copy down the notes I take so you'll have a sample for both styles. You'll need them later in class.

So if I used the outlining method to take notes about the story, they might look like this:

[Write the following on the board, chart paper, or an overhead projector while you talk through the process. As you write "abstract" on the board, ask a volunteer for the definition.]

OUTLINING

Art collector bought art by chimp

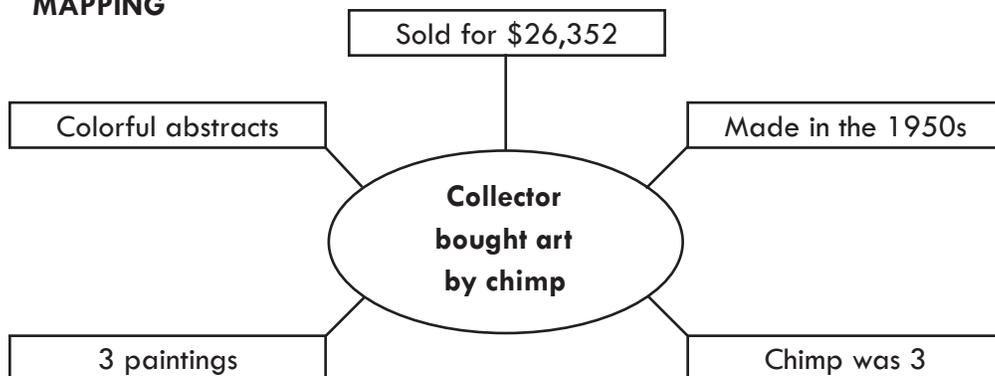
- Paid roughly \$26,000 for three paintings
- Colorful abstracts
- Made in the 1950s
- Chimp was 3

SAY SOMETHING LIKE: "Art collector bought art by chimp" is the main idea. What the collector paid for it, what the art looks like, when it was made, and how old the chimp was when he made it are details that support the main idea.

[As you model this and the remaining methods, answer any questions students may have.]

3. **SAY SOMETHING LIKE:** There's also a note-taking method you can use called mapping, which shows you the information in a graphic (or picture) representation: Some people call these **graphic organizers**.

MAPPING



SAY SOMETHING LIKE: How can you tell what the main idea is here?

(The main idea is in the circle)

4. CORNELL METHOD

SAY SOMETHING LIKE: Another great note-taking strategy, which can really help when you're studying, is called the Cornell method. For this one, you draw a vertical line on your paper to make a small column and a big column. [Draw columns on board.] In the bigger column on the right, you would put all your notes about the chimp art. Then when the topic changes, say to elephant art, you would drop down a few lines and start another chunk of notes in the column. When you're finished taking notes, you write a word or phrase in the small column on the left side of each chunk that helps you to remember the information in the bigger column. Here's how it would look for a chunk of information about chimpanzee art.

Chimp art	Collector paid around \$26,000 for paintings
	3 abstract and colorful paintings
	Painted in the 1950s when chimp was 3

So when you're studying, you just cover the different chunks of information on the right and see if you can remember the facts from your key words in the left-hand column.

IV. The Red Effect (10 minutes)

1. **SAY SOMETHING LIKE:** Let's try using one of these methods to take some notes on another news story. I want you to use the method that you are most comfortable with.

[Have students turn to **Student Handbook page 29, Note-taking Methods (The Red Effect)**. Instruct students to select one note-taking method to record their notes from "The Red Effect" story. Remind students that it is their mission to write down the main idea, plus 2 or 3 details that support it.]

[Have students review their strategy and remember how to identify the main idea and details in their notes. While you read the story, have them take notes using the strategy. Then put the story on the overhead and read it a second time, so that the students can see the story to correct the first draft of their notes.]

[Once students have finished taking notes, use the overhead projector or board to review their work. Begin with the mapping method. Have students identify the main idea and describe how they showed it on the page (in a circle). Illustrate on the overhead. Do the same with the details show as spokes radiating from the circle.]

[Briefly show how the same info would be recorded using the outline method and/or the Cornell method, depending on which strategies you covered.]

V. Wrap Up: Study Skills Assignment (5 minutes)

1. Summarize with the following questions:
 - Which note-taking method do you prefer? Why?
 - In what class are you most likely to take notes? Why?
 - How can your notes help you prepare for a test?

You may choose to review this orally or have the students write down their responses on an index card. Students can turn in their cards before they leave class.

DO NOW: Taking Notes

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. In what class or classes do you regularly take notes?

2. Do you follow a certain method of note-taking? Explain how you take notes. (If there are multiple methods, just list them.)

3. List 2 jobs that you think require some form of note-taking. (There is no right or wrong answer. Just try your best.)

The Red Effect

Want to win the big game? Wear red!

Is it possible for the color of a uniform to affect the outcome of a sports match? British anthropologists (scientists who study human behavior) think so.

In 2004, researchers studied the results of Olympic competitions in boxing, tae-kwon-do, and wrestling. These sports were great to study because uniform colors were randomly assigned. In each sport, contestants wearing red had a slight advantage. Those with red uniforms won a little more than half the time.

Was this a matter of chance? Or did red uniforms suggest danger and strength to opponents? Many scientists have studied "the red effect." Some have found that the color of wrestler's uniforms may affect a referee's scoring.

But nobody knows for sure. It's not clear what effect red has on players, opponents, referees, and fans, or if it has any effect at all. It's a great question to ask. And until it's answered, you can be sure there will be many teams who are pinning their hopes on red.

What's My Line?

NOTES	PROFESSION???
<p>100 people/Saturday, July 16th at 4pm Bloomville Town Hall</p> <p>RENTALS U Rent It Rentals R Us</p> <p>—tables, chairs, dishes, glasses, silverware</p> <p>MENU —Grilled chicken, rice, green salad, chocolate cake</p>	
<p style="text-align: center;">TREES</p> <p>4 Blue Spruce 2 Oak *2 Maple 3 Scotch Pine (*along pathway)</p>	
<p>18 years old <u>**fever</u> stomach ache chills started a week ago otherwise healthy <u>**sister had stomach flu two weeks ago</u></p>	
<p>flop 2 over easy coffee, no cow blt squeeze one</p>	

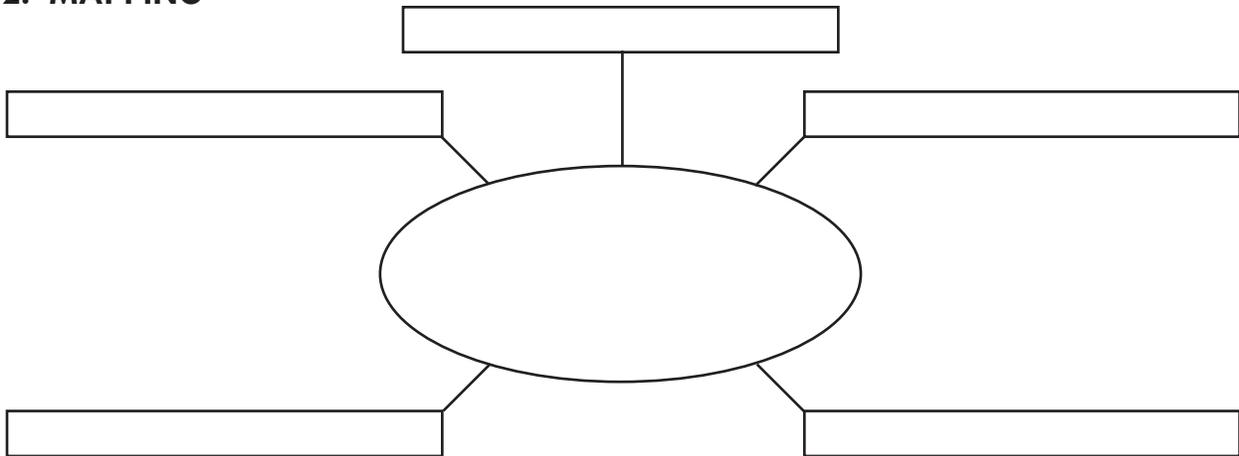
NOTE-TAKING METHODS



1. OUTLINING

- _____
- _____
- _____
- _____

2. MAPPING

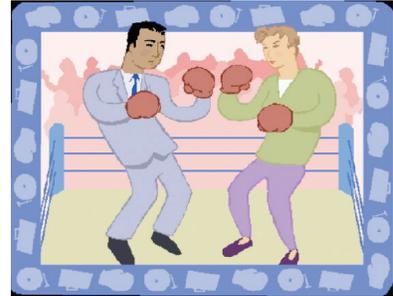


3. CORNELL METHOD

MAIN IDEA	SUPPORTING DETAILS

NOTE-TAKING METHODS (The Red Effect)

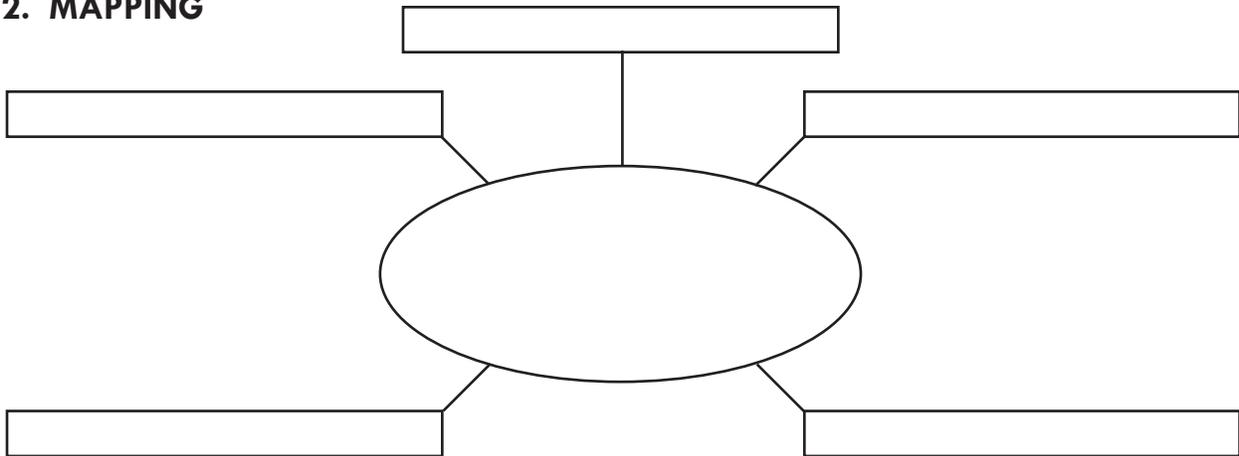
Directions: Choose one of the note-taking methods below to record your notes for the story, "The Red Effect."



1. OUTLINING

- _____
- _____
- _____
- _____

2. MAPPING



3. CORNELL METHOD

MAIN IDEA	SUPPORTING DETAILS

How to Study

The **BIG** Idea

- What can I do in class and at home to be successful in school?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Making the Most of Class (15 minutes)
- III. What's On the Test? (10 minutes)
- IV. Helpful Memory Aids (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK

- Student Handbook page 30, How to Get Better Grades
- Student Handbook page 31, Review Your Notes
- Student Handbook page 32, What's On the Test?
- Student Handbook page 33, Test-taking Strategies

☐ FACILITATOR RESOURCE

- Facilitator Resource 1, The Digestive System

OBJECTIVES

During this lesson, the student(s) will:

- Understand classroom behavior and preparation shown to be effective for learning.
- Identify and practice strategies to prepare for tests.

OVERVIEW

In this lesson, students will discuss ways to improve their study habits and get better grades. They'll begin with a quick quiz about how they interact with course material, in class and after school. Then they'll focus on everyday habits that will help them learn the material before it's test time, like how they prepare for class, participate in class, and review what they learn each day. Next, they'll focus on effective strategies to use when it's time to study for the test, especially ways to identify what will be covered. They will also discuss and practice how to review their notes, and fill in missing details from the reading material. Then students will review a few basic strategies for remembering many facts and details, and end the lesson by trying out one of these strategies with a partner.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Copy **Facilitator Resource 1, The Digestive System** (one class set)
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 31, Review Your Notes**
 - **Student Handbook page 32, What's On the Test?**

IMPLEMENTATION OPTIONS

In **Activity II, Making the Most of Class**, students will compare notes about the digestive system with the background reading adapted from KidsHealth. The notes and reading material include basic information about the digestive system for younger students, so this will likely not be new material for seventh graders. However, you may choose to cover a different topic, such as one your class is currently studying in science or social studies.

You may prefer to complete **Activity II** as a whole-class activity, if you feel students will need help finding the missing information in the reading material.

In **Activity IV, Helpful Memory Aids**, you may choose to have students write down their examples from **Student Handbook page 33, Test-taking Strategies** onto sticky notes. Students can then post one of their examples on chart paper or the board. You can then review these as a class.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. To begin this lesson, as students enter the classroom, hand out the DO NOW activity, **Student Handbook Page 30, How to Get Better Grades**. Give students about five minutes to complete the quiz.
2. **SAY SOMETHING LIKE:** Welcome, everybody. Okay, I'd like to see a show of hands. Who would like to get better grades? Wow, that looks like just about everybody! Well, that's what we're going to talk about today.

[Display the list below on chart paper or an overhead projector. While you are reviewing the answers from the quiz, discuss these points]:

Things a good student does every day—not just when he or she is studying for a test:

- Goes to every class (and gets there on time!)
 - Reads the material before class
 - Completes homework assignments
 - Listens in class, asks questions, and participates in discussion
 - Reviews notes after each class
 - Asks teacher or another student if something's not clear
3. **SAY SOMETHING LIKE:** In today's class, we're going to talk about how to improve your study habits, and get better grades. Now, this might seem obvious, but your grades reflect how well you learn the material. And there are two important aspects of learning the material: First, there's what you do everyday—how you prepare for class, participate in class, and review what you learned in class. Second, there's how you review this material when it's test time.

II. Making the Most of Class (15 minutes)

1. **SAY SOMETHING LIKE:** I'd like to see another show of hands: Who here has ever waited until the night before the test to study? Who has ever waited until the night before the test to even read the material?

Too often, students put too much emphasis on cramming right before the test, rather than spending time to learn the material all along. As you've probably discovered, it's really difficult to try and learn all the material if the first time you think about it is a day or two before the test.

2. **SAY SOMETHING LIKE:** So, if there's one message I want you take away today, it would be this: Getting better grades isn't just about how you study for a test, it's about what you do to learn the material the rest of the time: how you prepare for class, participate in class, and review what you learn in class.
3. **SAY SOMETHING LIKE:** I really want to emphasize one of those points – reviewing your notes. Many students wait to look at their class notes until they're studying for a test. But when you wait this long, sometimes your notes don't make much sense, do they? That's why it's so important to review your notes as you go. You don't need to spend a lot of time doing this. Just take 15 minutes as soon as you get a chance, like in your next study hall or that evening when you're doing homework.
4. **SAY SOMETHING LIKE:** When you look back at your notes, focus on one topic at a time. As you read through your notes, underline the terms or ideas you think are most important. Then try to summarize the main point in your own words.

Of course, your notes are just a starting point; after all, it's impossible to capture all the important points from class. That's why it's important to “fill in” missing definitions, dates, or other details from your textbook. When you review your notes, add question marks in places where information is missing or you just don't understand. When your notes aren't clear, reread the textbook or ask someone for help.

5. **SAY SOMETHING LIKE:** Let's see how this works. You're going to review some sample notes and fill in the missing details. Please turn to your **Student Handbook page 31, Review Your Notes**. [Give each student a copy of **Facilitator Resource 1, The Digestive System**.]

Let's say these are your notes from a science class about the basic parts of digestive system. You looked back over your notes after class, but there are a few things that aren't clear, and several missing details. These are the things marked with a question mark. Compare these notes with the reading material, and see if you can fill in the missing information wherever you see a question mark.

6. **SAY SOMETHING LIKE:** Let's look at the first one together. I'm reviewing my notes and I see that I didn't catch the name of the “stuff” in food that the body needs. So I go to the reading material to find out. I see that the first paragraph introduces the digestive system, and it even identifies what your body needs from food. [You may want to read this sentence aloud.] So the “stuff” your body needs from food is nutrients and energy!

7. Give students about 10 minutes for the activity, then have volunteers share the answers.

III. What's On the Test? (10 minutes)

1. **SAY SOMETHING LIKE:** Let's say you've been doing all those things—reading the material, participating in class, reviewing your notes—and now the test is just around the corner. This is the time to review everything you've learned, and your final chance to figure out the stuff you still don't quite understand.
2. **SAY SOMETHING LIKE:** When you sit down to study for a test, what's the first thing you do? [You may want to take answers from a few students.] Here's my suggestion: The first thing you should do is figure out what's on the test!

You can start by making a checklist of the main points you think will be on the test. Next to each main point, include the key words or terms you need to learn about that concept. At first, don't worry about filling in all the details—just list the big ideas and important terms.

3. **SAY SOMETHING LIKE:** How do you know what's going to be on a test? What are some sources you can use to figure this out? [Have students turn to **Student Handbook page 32, What's On the Test?** and fill in the blanks based on the information discussed below. You may also wish to project this page on an overhead.]:
 - **Your Teacher:** Sometimes teachers provide study questions. If not, you can always ask your teacher to identify important concepts or textbook chapters covered on the test.
 - **Your Textbook:** Look at the main concepts within chapters, words in bold (new vocabulary words or concepts), and end-of-chapter questions.
 - **Your Notes:** Look for key points in your notes. After all, if your teacher spent time talking about it in class, you know she thought it was important.
 - **Your Classmates:** Ask classmates what they think were the most important points. It may help to compare notes—you may have missed something.
 - **Yourself:** Consider what questions you would you ask if you were the teacher, and write down a list of your own questions.
4. **SAY SOMETHING LIKE:** Once you have a list of the main topics and terms that will be on the test, it's time to make sure you really understand them. And chances are, your notes and your textbook will be the main place to find these details. Remember, your notes are a great starting point for studying because they reflect what your teacher

covered in class—in other words, what she thought was most the important material.

IV. Helpful Memory Aids (10 minutes)

1. **SAY SOMETHING LIKE:** When you study for a test, it's important to understand the "big picture," but you'll often find yourself having to memorize lots of little facts. Chances are, you already have a few tricks to remember things, like a phone number, a birthday, or a new friend's name. Next, we'll review a few different ways to help you memorize lists and details. [You may wish to share your own strategies. For example, you might use an acronym to remember a short grocery list, like CAB for cheese, apples, bread.]
2. Have students turn to **Student Handbook page 33, Test-taking Strategies** as you review the following memory devices. Encourage students to take notes on this page and write down some of their own ideas. (See **Implementation Options** for suggestions.)
3. **SAY SOMETHING LIKE:** Flash cards are great tools for remembering important words or concepts, and all it takes is a stack of index cards. To make a flash card, write a key word on one side, and important information—like who, what, when, where, or why—on the other. You might write a vocabulary word on one side, and the definition on the other. For example, say you're studying angles for a geometry test. One flash card might read "acute" on one side, and the definition ("an angle with a measure between 0° and 90° ") on the other.
4. **SAY SOMETHING LIKE:** Acronyms: This is a helpful strategy when you have to remember a list of words. To come up with an acronym:
 - Write the facts you need to remember and underline the first letter in each word.
 - Arrange the letters to make a new word.

One acronym people often use to remember the Great Lakes is HOMES, which uses the first letter of each of the lakes: Huron, Ontario, Michigan, Erie and Superior. Another example is ROY G. BIV, which is used to remember the correct order of the colors of the spectrum: red, orange, yellow, green, blue, indigo, violet.

5. **SAY SOMETHING LIKE:** Acronymic sentences: This is a helpful strategy when you have to remember words in a certain order:
 - Write down the words you have to remember and underline the first letter in each word.
 - Write a sentence using words that begin with the underlined letters.

Here are two examples of acronymic sentences you may have encountered in science class:

- To remember the order of the planets: My (Mercury) very (Venus) earthy (Earth) mother (Mars) just (Jupiter) served (Saturn) us (Uranus) noodles (Neptune)";
- To remember the order of the levels of classification: Kings (Kingdom) Play (Phylum) Chess (Class) On (Order) Fine (Family) Green (Genus) Sand (Species).

6. If time permits, have a few students share one of their examples for acronym or acronymic sentences with the class.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Before we end for the day, let's give try our hand at some of these memory strategies. Let's use the example of the digestive system. Say you need to remember the main components of the digestive system—in other words, what organs the food goes through on its way through your body. [Write the following organs on the board]:
 - Mouth
 - Esophagus
 - Stomach
 - Small intestine
 - Large instestine
 - Rectum
2. Divide students into pairs and give them a few minutes to use an acronymic sentence to remember these organs in order. (For example, "My energetic snake sings lovely rap.") Come back together as a class, and have a few volunteers share their sentences. Point out that sometimes the craziest sentences are the easiest ones to remember!
3. **SAY SOMETHING LIKE:** Great job today, everyone. Next week, we're going to talk about managing stress—so you can stay calm and focused when studying for your next big test!

THE DIGESTIVE SYSTEM

Question: What's 30 feet long and can transform pizza to poop in a few days or less? (Hint: all humans have one.)

Answer: Your digestive system!

The food you eat provides nutrients and energy to your body. Digestion is the process of breaking down food so your body can use it. Your digestive organs are part of this process. Each has a different job.

MOUTH

The digestion process actually begins before you take a bite. Smelling food—or even thinking about food—causes saliva (spit) to form in your mouth. Saliva helps break down your food. So does chewing. Once the food is mushy, you can swallow it. The food is on its way to your . . .

ESOPHAGUS

The esophagus is a stretchy tube that allows the food to pass into your stomach. The esophagus is ten inches long. The muscles in the walls of the esophagus push the food along, kind of like squeezing a tube of toothpaste. It takes 2 or 3 seconds for the food to move through the esophagus. Then it's on its way to your . . .

STOMACH

The stomach is a stretchy sack used to store your food. But that's not all. It also churns and mashes the food. The muscles of the stomach's wall and the stomach's gastric juices break the food into smaller and smaller pieces, until it's a liquid-y mixture. The stomach's third and final job is to send the food on its way to your . . .

SMALL INTESTINE

The small intestine is a tube packed underneath your stomach. It's not very thick (1 ½ to 2 inches around), but it's really long. The small intestine of the average adult is about 22 feet long! Here, your food is broken down into a thin, watery mixture. Three other organs, the PANCREAS, LIVER, and GALLBLADDER, help in this process. Now the nutrients from your food can pass into your bloodstream. Some nutrients are stored in your liver, and some are used right away by the rest of your body. What's left over continues on its way to your . . .

LARGE INTESTINE

The large intestine is wide (3 to 4 inches around) compared to the small intestine. But the large intestine is only 5 feet long. Here, your body gets a last chance to absorb water and minerals from what's left of your food. (This happens in a part of the large intestine known as the COLON.) As the water is absorbed by your body, what's left becomes solid. This solid is on its way out of your body – as poop. But first, it's stored in your...

RECTUM

The rectum is the final stop in the digestive system. Waste remains here until you're ready to go to the bathroom, when it's pushed out of your body through an opening called the ANUS.

ADAPTED FROM: www.kidshealth.org

HOW TO GET BETTER GRADES

You are about to start a new school year, and you're determined to turn over a new leaf and get better grades this year. When you find yourself in some of these familiar situations, what will you do? Circle the best answer for each one.

1. You are supposed to read the first two chapters in your textbook for your social studies class tomorrow. You:
 - a) Read the chapter headings, look at the pictures, and figure you don't really need to read it, since your teacher will talk about it tomorrow anyway.
 - b) Call your friend to talk about your new social studies teacher.
 - c) Read the chapters, highlighting or underlining important points, and noting the parts that don't make sense.

2. You just sat through a class about the different types of governments, and you're totally confused. You:
 - a) Complain to your friend about how confusing the class is.
 - b) Try not to think about it – you'll figure it out when it's time to study for the test.
 - c) Read your textbook for clarification, and ask your teacher if you're still confused.

3. When you're in class, you usually:
 - a) Stay pretty quiet and only talk if the teacher calls on you.
 - b) Ask questions and participate in class discussions.
 - c) Get homework done for your next class.

4. You have a huge test in a couple days. To start studying, you:
 - a) Open up your textbook and start reading the chapters covered on the test (for the first time).
 - b) Look at your notes and textbook and make a list of the main things you think will be covered on the test.
 - c) Make plans with a friend – you'll need to let off steam before you start studying.

5. The best time to start reviewing material for a test is:
 - a) The day before the test, so the material will be fresh in your mind.
 - b) Every day, reviewing your notes after each class.
 - c) A couple days before your test, so you have one day to read the material and another day to review it.

REVIEW YOUR NOTES

Today, your science teacher reviewed the digestive system. You took the notes below, but when you went back to review them, you realized some things weren't clear, and you were missing some details. The reading material for this class was adapted from a website on the digestive system: <http://www.kidshealth.org>. Compare your notes below with the reading material and fill in the missing information wherever there's a highlighted question mark.

Digestive System

What it does: It breaks down food so your body can get the stuff **[WHAT IS THIS CALLED??]** it needs

Process of digestion:

1. Starts with MOUTH — chewing breaks down food; so does saliva (spit)
2. ESOPHAGUS long tube, pushes food into stomach.
3. STOMACH — does three things:
 - stores food
 - breaks up food (muscles and g_____ juices [??])
 - [??]
4. SMALL INTESTINE really long (over 20 feet!), helps body absorb nutrients; three organs provide juices to help break down food:
 - pancreas
 - liver
 - [??]
5. LARGE INTESTINE — **[IS IT LONGER THAN THE SMALL INTESTINE??]** absorbs water, What's left — solid waste (poop!)
6. RECTUM, stores waste before it leaves the body

WHAT'S ON THE TEST?

Before you start studying for a big test, make a list of the main points that will be covered. How will you know? Complete the following sentences to identify five important sources for figuring out what's on a test.

1. **Your Teacher:** Sometimes teachers provide _____. If not, you can always ask your teacher to identify important concepts or textbook chapters covered on the test.
2. **Your Textbook:** Look at the main concepts within chapters, words in bold (new vocabulary words or concepts), and end-of-chapter _____.
3. **Your Notes:** Look for key points in your notes. After all, if your teacher spent _____ talking about it in class, you know she thought it was _____.
4. **Your Classmates:** Ask classmates what they think were the most _____ points. It may help to compare notes—you may have missed something.
5. **Yourself:** Consider what questions you would ask if you were the teacher, and write down a _____ of your own questions.

TEST-TAKING STRATEGIES

When you study for a test, you may have to remember a list of facts or details. Here are a few different strategies to help remember information. Write down some of your own examples or strategies.

1. Flash Cards

Example: To remember angles for a geometry test, one flash card might read "acute" on one side, and the definition ("an angle with a measure between 0° and 90° ") on the other.

Your Example: _____

2. Acronyms

Example: HOMES is an acronym to remember the Great Lakes. Huron, Ontario, Michigan, Erie and Superior

Your Example: _____

3. Acronymic Sentences

Example: To remember the order of the planets: My (Mercury) very (Venus) earthy (Earth) mother (Mars) just (Jupiter) served (Saturn) us (Uranus) noodles (Neptune).

Your Example: _____

4. Other Strategies

Managing Stress

The **BIG** Idea

- What are some healthy ways to reduce stress?

AGENDA

Approx. 45 minutes

- I. Warm Up: Who's Stressed? (5 minutes)
- II. More or Less STRESSED (15 minutes)
- III. Symptoms of Stress (5 minutes)
- IV. Take a Breather (15 minutes)
- V. Throw Out Your Stress (5 minutes)

MATERIALS

- STUDENT HANDBOOK**
 - Student Handbook page 34, Managing Stress
- FACILITATOR RESOURCE**
 - Facilitator Resource 1, DO NOW: Managing Stress
 - Facilitator Resource 2, Teen Help Resources (one copy per student)
- Overhead projector
- Garbage bucket or bag
- Scrap paper (one sheet for each student)

OBJECTIVES

During this lesson, the student(s) will:

- Identify causes of stress for middle-school students.
- Recognize that people have different ways of perceiving the same situation (stressful or not).
- Identify one or more healthy ways to reduce stress.

OVERVIEW

In this lesson, students will discuss the meaning of stress and brainstorm the causes of stress for people their age. They will rate how stressful they find different situations; learn a simple breathing technique to deal with stress; and, in groups, develop a list of coping strategies.

PREPARATION

NOTE: Please obtain permission from your school administrator to distribute the “Teen Help Resources” page, and include local resources they recommend.

Also, please check with your school guidance counselor regarding issues that may come up so that you’re aware of what referrals are desired and/or required by law. You may wish to invite your school counselor to participate in this class.

- Create an overhead transparency of (or copy onto chart paper) **Student Handbook page 34, Managing Stress** and **Facilitator Resource 1, DO NOW: Managing Stress**.
- Read through the lesson. To prepare for the fourth activity, practice the breathing exercise so that you can properly demonstrate it for the class. On the Web, visit the HelpGuide-org for information on how stress relievers work:
http://helpguide.org/mental/stress_management_relief_coping.htm
- List the **BIG IDEA** and day’s activities on the board.
- Make copies of **Facilitator Resource 2, Teen Help Resources**, one per student. Check to make sure links are working, add appropriate local resources, and make sure to get administrative approval before distributing.

BACKGROUND INFORMATION

Children and adolescents experience stress the same way adults do. Middle-schoolers in particular can be very prone to stress because of the vast physical, emotional, social, and intellectual changes they experience during these years.

NOTE: The discussion in this lesson can raise sensitive topics (e.g. stressful home situations, eating disorders, relationships, etc.). You should think about how to react, what information to give students, and when to refer problems to the school counselor if these issues come up in class.

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.

If you've ever felt stressed out, you're not alone. In 2005, a survey sponsored by the Washington Post, Kaiser Family Foundation, and Harvard University* asked 600 young people, ages 14 to 18, about a number of subjects, including stress. The question was: "In general, how often do you experience stress in your daily life?" Here were their choices:

Never, Rarely, Sometimes, or Frequently

1. Which response do you think most students chose? Explain why you chose that answer.
2. How would you rate your own experience with stress in your daily life? (This is for your benefit only.)

[Give students two minutes to complete this question. Then allow the students to respond and fill in the percentages for each category, as stated in the **Warm Up**.]

*SOURCE: www.washingtonpost.com/wp-srv/artsandliving/HighSchoolNational.pdf

Activity II: More or Less Stressed

If your classroom is too crowded to have students stand at the board, after you read a statement have the students who are "not at all" stressed sit in their seats, the "mildly stressfuls" stand, "the stressfuls" can raise their arms, and the "extremely stressfuls" stand with their thumbs pointed toward the ceiling, so that all are indicating their choices at the same time.

You may also wish to have students write their numbers on a whiteboard or piece of paper. Then students can raise their paper or whiteboard to show their answer.

Activity IV: Take a Breather

If you are interested in teaching another method of dealing with stress during **Activity IV: Take a Breather**, you can lead your students in a visualization activity. Ask them to close their eyes and imagine themselves on a tropical island. Tell them to picture themselves floating on a beauti-

ful raft on the ocean. On this raft they have all of the water they need, a huge basket of tropical fruit, and they are listening to their favorite music and reading their favorite magazines. Then tell them that they have landed on the shore and discover that a picnic of all of their favorite food has been set up for them on the beach. Tell them that once they have eaten and are full they retire to a hammock that is strung between two trees and the island breezes slowly rock them into a deep sleep. Ask them to slowly open their eyes and leave their stress in the ocean. You can add to any part of this story, just make sure that you speak in a calm, slow voice and keep encouraging students to “picture the words as you say them.” (You may adapt this activity using a different location students find soothing.)

Activity V: Throw Out Your Stress

If you don't think your students will be able to responsibly handle **Activity V: Throw Out Your Stress**, or if you are running short on time, feel free to omit it from the lesson.

ACTIVITY STEPS

I. Warm Up: Who's Stressed? (5 minutes)

1. **SAY SOMETHING LIKE:** This class is called *Roads to Success*, but today we're going to deal with a *roadblock* to success. That roadblock is stress.

If you've ever felt stressed out, you're not alone. In 2005, a survey sponsored by the Washington Post, Kaiser Family Foundation, and Harvard University* asked 600 young people, ages 14 to 18, about a number of subjects, including stress. The question was: "In general, how often do you experience stress in your daily life?" Here were their choices

[Write these on the board]:

Never

Rarely

Sometimes

Frequently

Which response do you think most students choose? Why do you think that?

[Allow students to respond, and then fill in the following percentages: Never (5%), Rarely (19%), Sometimes (48%), and Frequently (25%). Give these numbers a context: Only 1 in 20 students said they're "never" stressed, 1 out of 2 said "sometimes," 1 out of 4 said "frequently."]

*SOURCE: www.washingtonpost.com/wp-srv/artsandliving/HighSchoolNational.pdf

II. More or Less STRESSED (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we know that most teens are stressed at least some of the time, let's list some of the things that can cause stress. A reminder: simply talking about stress can be stressful. Please respect your classmates' opinions and privacy. What's said in this class should stay in this class. Also know that if I think you're in danger, I'm required by law to share this with people who can help you.

[Place a transparency of **Student Handbook page 34, Managing Stress**, on the overhead projector.]

2. **SAY SOMETHING LIKE:** For the next 5 minutes, I want you to work with a partner to

create a list of things seventh-graders find stressful. I'll get you started. On line 1, write "transition." [Write this on the overhead projector.] This word describes leaving a familiar situation and entering an unfamiliar one. Even though the new situation may have lots of exciting possibilities, it can leave you feeling stressed. Starting a new job is a transition. So is buying a new house, or getting married. "Transition" applies perfectly to leaving elementary school and beginning middle school. What are some of the things you've had to adjust to as a seventh-grader?

3. Allow students to answer. Then give them a few minutes to come up with a list of specific situations that produce stress.
4. When students have finished, ask for volunteers to share answers with the class, and add them on the overhead. Include some of the following if students don't mention them: *going to a new school, having too much homework, having too many responsibilities, trying out for a team, taking tests, doing difficult assignments, having problems with a friend or at home, doing poorly in school, being bullied, feeling disorganized.*
5. **SAY SOMETHING LIKE:** Does everyone experience the same situations as stressful? Let's try an experiment to see. In this activity, there are no right or wrong answers. It's your opinions that count. I am going to read an example of a potentially stressful situation. For each situation, you are going to rate your stress.

[Direct students' attention to the board. Then read the four different choices. Explain the difference between the four ratings for stress. Answer any questions the students have about the scale. Explain to students that for each scenario you read they will need to move to the sign that matches their stress level. Use as much of the board as you can to write the following scale:]

Not at all Stressful	Mildly Stressful	Stressful	Extremely Stressful
1	2	3	4

For example, if I said, "dropping your tray in the school cafeteria," where would you stand?

Here's the first statement. Listen first, and when I give the signal move to the place that shows how you feel.

[Read aloud the first situation from the list brainstormed at the start of this activity. After you read it, ask students to come to the board and stand in front of the number that best represents how stressful they find that particular situation. Repeat the process with several additional situations. (See **Implementation Options** for suggestions.)]

6. Afterwards, ask the class what they learned from this exercise. Allow students to respond. Ask: “Why do you think certain situations are stressful for some people and not for others?”
 - People's past experiences, positive or negative, affect the way they feel about new situations.
 - Some people can be naturally more prone to stress.
 - Some people have learned ways to cope with potentially stressful situations.

III. Symptoms of Stress (5 Minutes)

1. **SAY SOMETHING LIKE:** See that stressed-out character in the middle of the page? In the bubble beside her head, I'd like you to list any physical problems people experience due to stress.
2. List students' ideas on the overhead projector. These could include headache, stomach-ache, trouble with sleeping or eating, fearfulness, getting angry or frustrated easily, and the inability to concentrate and do your best. You may need to clarify what a symptom is. Explain that these are the physical signs or clues that you are experiencing stress. They do not cause your stress; instead, they are the result of your stress.

IV. Take a Breather (15 Minutes)

1. **SAY SOMETHING LIKE:** The good news is that there are many ways to relieve and manage stress. I'll start by showing you a fantastic tool that you can use *anytime, anywhere*—deep breathing.

Breathing slowly and deeply can relax you instantly. It's a very effective strategy that a lot of people use. All you have to do is slowly inhale through your nose and fill your belly with air. [Demonstrate.] Hold your breath for a few seconds, and then exhale slowly through your mouth. Repeat this a few times and it will have an automatic calming effect. Once you feel more relaxed, you'll be able to make better decisions about how to deal with whatever situation is causing you stress.

[Show the class the breathing exercise again and have them try it—remember when you breathe in, you are filling up the stomach and when you exhale, deflating it.]

2. **SAY SOMETHING LIKE:** This is also a great thing to do if you're having trouble sleeping, right before a test, or any other time you want to relax or focus. Now let's see if we can come up with some longer-term strategies for managing stress.

[Write Coping with Stress on the board and underneath, list exercise and *get enough rest (8 hours)*. Have students list other strategies in the middle section of **Student Handbook page 34, Managing Stress**, as you add their suggestions to the class list on the overhead.

Prompt them with questions like:

- What kinds of things can you do to relax?
- What kinds of things can you do to stay in good health?
- How can you relieve stress about upcoming challenges?
- Who can you talk to about a problem?

Add the following strategies to the list if they are not mentioned: *doing things you enjoy like listening to and/or playing music; challenging negative thoughts about yourself; getting good nutrition; planning for potentially stressful situations; breaking large tasks/problems down into smaller ones; getting organized with a schedule/planner; finding classmates to call for missed assignments; not using caffeine, tobacco, alcohol, or drugs; talking to a trusted friend or adult.*]

3. Discuss why some of these strategies work: *Being physically active can release endorphins, which are natural stress relievers. Caffeine, tobacco, and other drugs affect your nervous system and often increase feelings of stress.*
4. In the bottom section of **Student Handbook page 34, Managing Stress**, have students add the names of two people they can talk to when they're feeling stressed.
5. **SAY SOMETHING LIKE:** Most of these are great strategies you can do on your own. But it's important to remember that when stress becomes too overwhelming, you should always seek help from an adult—a parent, teacher, school counselor, or other adults you know and trust.
6. If it's not already on the list, add "ask an adult for help or advice." Distribute **Facilitator Resource 1, Teen Help Resources**, and point out the toll-free and local list of hotlines and websites where they can go for more help.

V. Throw Out Your Stress (5 minutes)

1. **SAY SOMETHING LIKE:** Earlier in class you learned how deep breathing could reduce your stress. Sometimes it's helpful for us to imagine that we are getting rid of the stress in our lives and throwing it out.
2. Give each student a sheet of scrap paper and a pen. Tell them to write down one thing in their life that is stressful.
3. When all students have finished writing, ask them to ceremoniously crumple their sheet of paper. While you walk around the classroom with the garbage bag, have them throw out the stress in their lives.
4. Reiterate to students that physical activity—even for just 20 minutes a day—is one of the very best things they can do to relieve stress. Suggest a yoga class, pick-up basketball, bike riding, even just walking. Let them know it will do wonders for their mood and concentration!

DO NOW: Managing Stress

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

If you've ever felt stressed out, you're not alone. In 2005, a survey sponsored by the Washington Post, Kaiser Family Foundation, and Harvard University asked 600 young people, ages 14 to 18, about a number of subjects, including stress. The question was: "In general, how often do you experience stress in your daily life?"

Here were their choices:

- Never
- Rarely
- Sometimes
- Frequently

1. Which response do you think most students choose? Explain why you chose that answer.

2. How would you rate your own experience with stress in your daily life?
(This is for your benefit only.)

Teen Help Resources

Boy's Town National Hotline

1-800-448-3000

www.boystown.org/AboutUs/hotline/Pages/Crisishotline.aspx

The Girls and Boys Town National Hotline is a 24-hour crisis, resource and referral line. Trained counselors can respond to your questions every day of the week, 365 days a year. In 2004 alone, more than 510,000 children and families were helped through the Girls and Boys Town national hotline, and over the past decade, more than 6 million callers have found help at the end of the line.

Childhelp USA

1-800-422-4453 (1-800-4-A-CHILD)

www.childhelpusa.org

This is a hotline you can call if you or someone you know is being abused. Counselors can tell you where to get more help – right where you live.

Covenant House Nineline

1-800-999-9999

www.covenanthouse.org/nineline/

Are you or a friend looking for answers to tough questions? Covenant House Nineline can help. Call for advice about anything - anywhere, anytime. The call is free and confidential.

National Runaway Hotline

(1-800-RUNAWAY)

www.1800runaway.org

This is a 24-hour hotline if you just need someone to talk to about the stress of growing up. You don't have to be a runaway to call.

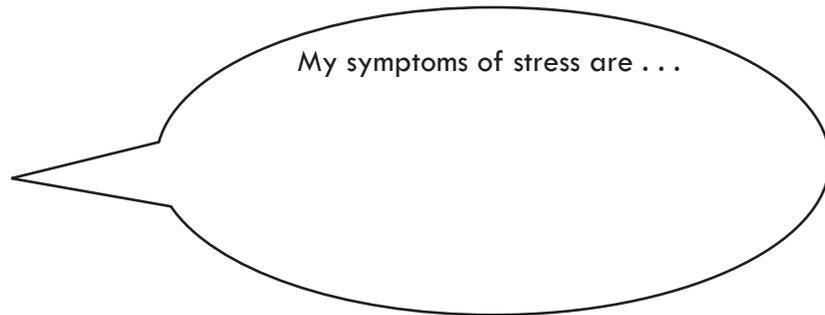
Local Numbers

MANAGING STRESS

CAUSES: List 5 causes of stress among seventh-graders.

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

SYMPTOMS*:



**symptoms: signs you know you're stressed.*

COPING:

List 3 healthy activities that help reduce stress.

1. _____
2. _____
3. _____

List 2 people you can talk with to relieve stress.

1. _____
2. _____

Short-Term PlanningThe **BIG** Idea

- How can I make time for everything that's important to me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Chasing Time (5 minutes)
- II. Roberto's Day (10 minutes)
- III. First Things First (10 minutes)
- IV. The Daily Plan-It (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS **STUDENT HANDBOOK**

- Student Handbook page 35, Roberto's After-School Plans
- Student Handbook page 36, Roberto's Plan
- Student Handbook page 37, The Daily Plan-It Instructions
- Student Handbook page 38, The Daily Plan-It Activity

 FACILITATOR RESOURCE

- Facilitator Resource 1, DO NOW: Short-Term Planning

- Highlighters (one per student)

OBJECTIVES

During this lesson, the student(s) will:

- Use a 4-step process to create a daily schedule.
 1. List activities
 2. Prioritize
 3. Estimate how long each task will take
 4. Timed events first

OVERVIEW

In this lesson, students schedule a hypothetical student's after-school plans and discuss how they arrived at their conclusions. They review a 4-step process for managing their time (list, prioritize, estimate, timed events first) and create a daily schedule of their own.

PREPARATION

- The following handouts can be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 35, Roberto's After-School Plans**
 - **Student Handbook page 36, Roberto's Plan**
 - **Facilitator Resource 1, DO NOW: Short-Term Planning**
- Have your own to-do list or calendar filled in for the following day so you can model the "First Things First" activity. You may wish to create a transparency.
- List the **BIG IDEA** and day's activities on the board.
- Check with your school to determine whether assignment books/planners are distributed to students. It's also helpful to know and reinforce individual teacher's requirements for writing down homework.
- You may want to write the questions below on chart paper, to assist in debriefing Roberto's Plan in **Activity II**.
 - How did they decide what to schedule first?
 - What were the benefits of doing certain activities?
 - What were the consequences of not doing a particular activity?
 - Were there any things that could easily be postponed to another day?
 - Did any of his activities have to happen at a particular time?
 - Why were these activities important to schedule first?

BACKGROUND INFORMATION

Students making the transition to middle school often have difficulty getting organized. Even good students may have difficulty balancing the conflicting demands of various classes, family obligations, and an increasing need to hang out with their friends.

Students may be moving from an elementary-school environment where one teacher helped them keep track of everything and was well aware of individual strengths/ weaknesses in getting organized and following through. If students were in a self-contained classroom, it was relatively easy for the teacher to issue an end-of-the-day reminder about which assignments needed to be finished and which books needed to go home.

This lesson introduces the idea of planning and prioritizing as a process of making conscious choices, including responsibility to oneself as well as others. The National Middle School Association (NMSA) says that “learning to weigh options, recognize consequences, and plan ahead before making choices is what responsibility is all about.”

The NMSA offers the following tips for parents of middle-school students:

- Remind students about appointments and due dates.
- Encourage students to think ahead.
- Help students break big chores into small parts.
- Encourage students to keep a daily list of things to be done each day, crossing off items as they’re completed. (A weekly “to-do” list is too much.)

(For more, see www.nmsa.org, “Publications,” “The Family Connection,” or search for topics discussed in the “Middle School Education News.”)

VOCABULARY

Prioritize: a process of putting tasks in order of their importance.

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.

Questions:

1. Do you agree with the statement below? Why or why not?

“Middle school is more stressful than elementary school because you have to learn to

- manage your own time.”
2. List all the things that you might need to do after school. (This can be homework, sports teams, after-school clubs, family obligations, reading, etc.)

[Give the students 3 minutes to answer these questions. Call on students to volunteer their answers. List the students answers to question #2 on the board, overhead, or chart paper. Then continue the discussion as written in the **Warm Up**.]

With lower-level learners, you may prefer to do Roberto’s Plan on the overhead as a whole-class activity.

ACTIVITY STEPS

I. Warm Up: Chasing Time (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you agree with this statement? “Middle school is more stressful than elementary school because you have to learn to manage your own time.”

Take one minute to write down all the demands a middle-school student might have on her time.

[Have students share the items on their lists; write these on the board, overhead, or chart paper.]

Have you ever noticed how some people manage to cram lots into their day and others never seem to quite get it together? Today we’ll talk about the Secrets of the Super-Organized that will help you remember important assignments, meet your family obligations, and survive and thrive in the seventh grade.

II. Roberto’s Day (10 Minutes)

1. **SAY SOMETHING LIKE:** Let’s use this teen Roberto as a typical example. He’s stressed. Everybody in his family wants something from him, plus he’s got math homework, a science test tomorrow, and a few things he wants to do for fun. Your mission is to have a look at one day in his life and see if you can come up with a way for him to fit in everything he *has* to do and still have time left over for the things he’d *like* to do.

[Refer students to **Student Handbook page 35, Roberto’s After-School Plans.**]

Let’s try one part together. What time does Roberto get home from his basketball game? [Give students a minute to skim **Student Handbook page 35, Roberto’s After-School Plans.** Then allow students to respond.]

If Roberto doesn’t get home until 5:30, what’s the first slot of time on the sheet he can do something else?

[Allow students to respond and ask them to explain their answers. Then direct the students’ attention to **Student Handbook page 36, Roberto’s Plan.** Using the board, an overhead, or chart paper model for the student what activity should be filled in from 3:00pm to 5:30pm. Then assign students to pairs.]

SAY SOMETHING LIKE: You are going to be collaborating with your partner to make a schedule that works for Roberto. You will have 5 minutes to create his plan. Remember there is no *right* answer: you just have to figure out how he can fit everything in. [If students are still having difficulty beginning, prompt them with this question:

- “If Roberto’s sister needs to go to bed at 9:00, what’s the latest he can start playing computer games with her?”]
2. [When students are done, have them share their results and talk about the process:
- How did they decide what to schedule first?
 - What were the benefits of doing certain activities?
 - What were the consequences of not doing a particular activity?
 - Were there any things that could easily be postponed to another day?
 - Did any of his activities have to happen at a particular time?
 - Why were these activities important to schedule first?]

Write the questions above on chart paper, before class, to assist in debriefing this activity.]

III. First Things First (10 minutes)

1. **SAY SOMETHING LIKE:** Now let’s talk about what Roberto’s Plan has to do with organizing your own life. I am going to give you a 4-step, can’t-miss process for managing your own time. It’s an easy way to remember all the things we just talked about. Let’s call this the L-P-E-T plan. I use the acronymic sentence “Let’s pile everything together” to help me remember the order of the steps. (You may want to reference back to Lesson 3 when students learned acronyms and acronymic sentences.)

[Write the following acronym on the board, chart paper or overhead projector:

List
Prioritize
Estimate
Timed events go first

If time permits, give students a few minutes to create their own acronymic sentence for LPET. Have two volunteers share their sentences with the class.]

Step 1. List

In Roberto’s plan, there was a written list of all the things he had to do. This is the most important step, and will help you get organized even if you don’t do anything else. In

this step, it doesn't matter what thing needs to be done first or how long it will take. Just write everything down. Writing things down frees your brain to think about other things.

Step 2. Prioritize.

Figure out which things you must do first. How will you decide? Sometimes the answer will be obvious, like you have to know what the homework assignment is before you can begin to study. Sometimes what you do first will be more of a personal choice. Take a look at these four things and decide which one you'd do first.

2. [Write the following on the board, and allow pairs a minute or two to discuss, and share results.]
Study for a test.
Clean my room.
Talk on the phone.
Take a nap.
3. **SAY SOMETHING LIKE:** You can get away without prioritizing if you don't have a lot to do. But if there's a chance that you'll reach the end of the day without finishing everything, you want to make sure you've done the most important stuff first.

Step 3. Estimate.

Try to figure out how long you'll need for the most important items on your list. This helps you stay realistic about what you'll get done.

Step 4. Timed events go first.

If you have a basketball game at 6, you know everything else will need to be done before you leave for the game or after you get home.

4. [Give students the opportunity to review the four steps, using the LPET acronym.]

Now, let's use the LPET steps to create your own after-school schedule for today.

IV. The Daily Plan-It (15 minutes)

1. **SAY SOMETHING LIKE:** Now turn to **Student Handbook page 37, The Daily Plan-it Instructions**, and follow the directions for planning how you'll use your time after school tonight.

[Give each student a highlighter. Instruct students to use this highlighter to identify the activities in **Roberto's After-School Plans** that had to happen at a particular time of day (e.g. dinner, ball game, bedtime).

Have students read directions aloud and answer any questions they have about the assignment. Next, have students turn to **Student Handbook page 38, The Daily Plan-It Activity** and complete the page. Note the alternate activity at the bottom of the page for students who don't have much to do after school.]

V. Wrap Up (5 minutes)

1. [Bring the class back together as a whole group and have a student pass out one index card to each student. Direct students' attention to the board and have a volunteer read the big idea aloud.]
2. **SAY SOMETHING LIKE:** On the index card you just received I want each of you to write a short response to today's Big Idea. Think about what you had to do in order to fit everything you wanted and needed to do into your Daily Plan. Feel free to include any difficulty you had in completing this activity. I am going to give you three minutes to work on this. After that time I will ask for two volunteers to share their responses with the class.
3. [After three minutes, ask all students to put their pens and pencils down. Then ask for two volunteers to read their responses. Collect each student's index card before they leave class.]

DO NOW: Short-Term Planning

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. Do you agree with the statement below? Why or why not?
“Middle school is more stressful than elementary school because you have to learn to manage your own time.”

2. List all the things that you might need to do after school. (This can be homework, sports teams, after-school clubs, family obligations, reading, etc.)

Roberto's After-School Plans

Use the chart on the next page to help Roberto plan his day. Write each thing next to the time when he will do it.

- Roberto has a basketball game right after school today. He will probably be home by 5:30.
- Roberto's dad is working out of town this week and his mom will be picking up his sister from ballet, so Roberto needs to start dinner and set the table. They will all eat together at 6:30.
- Roberto promised his younger sister he would play a computer game with her. This will probably take an hour. His sister's bedtime is 9:00 p.m.
- Roberto has about 1 hour of math homework.
- Roberto would like to relax and have time to read the latest Sports Illustrated.
- Roberto needs to study about $1/2$ hour for his science test tomorrow.
- Roberto would like to get on the Internet to check his email and to send a message to a friend who lives across the country.
- Roberto goes to bed at 10:30 p.m.

Roberto's After-School Plans adapted from www.dayrunner.com

Roberto's Plan

Time	Activity
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00–4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

Roberto's After-School Plan adapted from www.dayrunner.com

Daily Plan-It Instructions

Use this schedule to create your own plan for the day. Use the four steps below.

STEP 1: LIST

In the “Things to Do” column, write down all the things you have to do after school. Include homework assignments, sports, chores, and things you want to do to relax.

Things to Do	How long will it take?

STEP 2: PRIORITIZE

In the first column, put a star next to the things you need to do first.

STEP 3: ESTIMATE

Next to each item with a star, write the amount of time you think it will take.

STEP 4: TIMED EVENTS FIRST

Schedule first things first. Start with things that must happen at a certain time, like a doctor’s appointment or after-school sports. Highlight things that must occur at a particular time.

.....

If your own list of things to do is short, try making a schedule based on the story below instead.

Radio Reporter

You are a high school student who has a music show on the local radio station. Tomorrow after school you will interview a new artist live on the radio. To prepare, you want to listen to both her CDs and read a 5-page article about her in *People Magazine*. After you’ve researched her life and music, you’ll make a list of questions you want to ask her. You also want to check out a band that you’re going to interview next month. They are playing in a place about 10 minutes from your house from 8:00pm to 10:00pm.

Daily Plan-It Activity: (_____ 's Plan)

Time	Activity
3:00–3:30 p.m.	
3:30–4:00 p.m.	
4:00–4:30 p.m.	
4:30–5:00 p.m.	
5:00–5:30 p.m.	
5:30–6:00 p.m.	
6:00–6:30 p.m.	
6:30–7:00 p.m.	
7:00–7:30 p.m.	
7:30–8:00 p.m.	
8:00–8:30 p.m.	
8:30–9:00p.m.	
9:00–9:30 p.m.	
9:30–10:00 p.m.	
10:00–10:30 p.m.	

Roberto's After-School Plan adapted from www.dayrunner.com

Study Skills Challenge

The **BIG** Idea

- What have I learned about study skills?

AGENDA

Approx. 45 minutes

- I. Warm Up: Relax! It's For Fun! (5 minutes)
- II. Word to the Wise (10 minutes)
- III. Who Dunit? (10 minutes)
- IV. The Quick Fix (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO**
 - Portfolio page 20, Grade 7 Skills Checklist (Study Skills only)
- STUDENT HANDBOOK**
 - Student Handbook page 39, Suspect's Daily Planner
 - Student Handbook page 40, The Quick Fix Watch
- FACILITATOR RESOURCE**
 - Facilitator Resource 1, DO NOW: Study Skills Challenge
 - Facilitator Resource 2, Word to the Wise, 4 copies (additional copies if students want to take the game home)
 - Facilitator Resource 3, Who Dunit? Suspect Statements
- Paper bags (10 per class, see **Preparation**)
- Pencils (one per student)
- Assorted rewards for game winners (around 30-40 per class, if you want to give everyone who figures out "Who Dunit" a prize)

OBJECTIVES

During this lesson, the student(s) will:

- Have fun reviewing some of the study skills they've learned.
- Think creatively about skills that will help them in school and life.
- View study skills issues with humor.

OVERVIEW

Learning study skills and organizational techniques will help students in every aspect of their lives—as long as the information “sticks.” One way to ensure that it will is to reinforce it with a variety of experiences. In this class, students have the chance to apply their knowledge to new, fun challenges, which will help them remember all the skills they’ve learned.

PREPARATION

- Make an overhead transparency of (or copy onto chart paper) **Facilitator Resource 1, DO NOW: Study Skills Challenge**.
- Print “Word to the Wise” sheets on heavy paper or card stock, and cut the sheets into separate letters. Each group of three students will need 9 letters per game, so you need approximately 90 letters total for one game (If you think you will have more than 10 groups, make more). To save you time during class, make individual bags for each group. Each bag should have nine different letters. You may also choose to print extra sets for students who will want to try the game at home.
- For all activities, get small rewards to give winners. Suggestions include: school cafeteria “gift certificates,” shiny “State” quarters, funky pairs of shoelaces, joke shop items, simple magic tricks, mini “travel” games, deck of cards, bouncy balls, key rings, wiggle pens, temporary tattoos, candy, gum. (NOTE: Check school policy before giving out temporary tattoos, candy or food items in the classroom.)
- Write the **BIG IDEA** and agenda on the board.

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.

Questions:

1. List the types of notes that you learned in this unit. Which type was your favorite?
2. List two test-taking strategies that you learned in this unit.

3. List 2 healthy activities that help reduce your stress.
4. What does each letter in the acronym L-P-E-T stand for? How is this useful in making a daily schedule?

[Give the students 3 minutes to answer these questions. Let them know that they can look back at their notes from previous lessons in this unit. Call on students to volunteer their answers. Then explain that today they will be rewarded for their hard work with games and challenges that let them win prizes, poke fun at the stress of school, and use their imaginations.]

You may not have time to complete all of the activities in this lesson. Choose the ones that you think your students would like the best, and save the others for the end of the lesson in case you have extra time. You may also wish to assign **Activity IV, “The Quick Fix,”** as homework.

Word to the Wise:

Brisk reporting of scores is essential to keeping students focused. Ask groups to raise their hands if they have 5 or more points, 10 or more points, etc, and have only the top teams report.

ACTIVITY STEPS

I. Warm Up: Relax! It's For Fun! (5 minutes)

1. Congratulate the students on successfully reaching the end of the unit, and ask them to briefly recall some of the study skills they covered. They should mention (or you should help them remember) learning strategies for taking notes, planning ahead, making schedules, taking tests, and managing stress. Today they will be rewarded for their hard work with games and challenges that let them win prizes, poke fun at the stress of school, and use their imaginations.

II. Word to the Wise (10 minutes)

1. [Organize students into groups of three. Groups can sit together around a desk, or on the floor. Give one person in each group a pencil and piece of paper, and ask them to be the group's reporter.]
2. [Explain that the game is a little like Scrabble, and a little like Boggle. It's called "Word to the Wise," and the idea is to pick alphabet letters out of the bag, and come up with one word that begins with each letter.]
3. [Give each group a baggie with 9 letters. As you are passing out the bags, explain that there are two rules. **One:** that the words must be somehow related to what they learned in the Study Skills Unit. **Two:** the words must be real, or "legal." Creative use of words is encouraged, but you can't make up words. Give this example: "If your letter is "O", it's okay to use "oxygen," because you breathe it during yoga, and we talked in class about yoga being a stress-buster. But if you get a "P" you can't make up the word "pretzelizing," no matter how much you think it describes a yoga pose. Remind students that they are to think up words beginning with these letters. Unlike Scrabble and Boggle, they aren't using the letters to spell out words.]
4. [Tell students that all words will be read out loud at the end of the game, so they must be prepared to justify any creative choices. Points will be added up in the following fashion: the first team to finish gets 5 extra points—provided their words are all legal. Then everyone tallies up the number of letters in their legal words—and the team with the most points wins. Small words get 1 point, words of over 5 letters get 2 points, and illegal words get no points.]
5. [Instruct the recorders to write down the words for each letter as the group decides, so there are no squabbles later. Then say, "Go!" and let the students play. Give them up to 6 minutes, but if all groups finish before then, stop the game and add up the points.]

- [Give small rewards to the team that wins.]

III. Who Durnit? (10 minutes)

- [Keep the same groups of three, and have each student open his handbook to **Student Handbook page 39, Suspect's Daily Planner.**]
- [Tell students this next game is called "Who Durnit?," and it's a mystery contest. Each group of students is a team of investigators trying to crack a case, and the first group to succeed, wins. The case is a robbery. Someone locked the cafeteria and took the key. And until the key is found, there will be no lunch ever again. So it's up to them to find the culprit.]
- [Pick up **Facilitator Resource 2, Who Durnit? Suspect Statements**, and wave it at the class. Tell students that the police have apprehended three suspects, and each has given a statement. Write the three suspect's names on the board. You are going to read the statements, which describe everything the suspects did during the day, and how long each activity lasted. Based on the suspect's testimony, it will be clear one of them is lying. However, there's one little problem. The suspects did not tell their stories in the right order of what they did during the day. So each investigator, which means each student, must take notes on their **Student Handbook page 39, Suspect's Daily Planner** as you read the suspects' statements. Explain to the students that this is a note-taking and listening activity. The entire point of this exercise is to practice taking good notes, as a police officer might while interviewing a suspect.

Each student will record the statements for only one of the suspects, so they should take a minute to decide which suspect each team member will follow (or you may wish to use an engagement strategy to assign students to suspects). Then each team will work together and share their notes to reconstruct the suspects' days. One of the suspect's schedules will not make sense...and that is how they'll know who durnit!]

- [Make sure every student has his/her pencil and **Student Handbook page 39, Suspect's Daily Planner** ready.]
- [Inform students that you will be reading all of the suspects' statements twice. Read aloud the three suspect's statements on **Facilitator Resource 2, Who Durnit? Suspect Statements**, alternating reading one clue from each set of statements. This will keep all students engaged, because they will be listening for their suspect's next clue. Read the first time at a normal pace, making sure to clearly identify the times for each activity. Speak at a much slower pace for the second reading. If you believe your students will have difficulty with this activity, show them how to record the first statement or two.]

6. **SAY SOMETHING LIKE:** You have five minutes to solve the case. Anyone who correctly identifies the subject will win. When you think you have it, raise your hand, and I will come over to your group. You will privately tell me how you came up with the answer, and I'll tell you if you're right. Then you can read or organize your notes for the next class, until time is up. I'll give out prizes at the end.
7. [Let students work on the problem, and enforce the 5-minute time limit. Give awards to everyone who figures out that Peter Cheet couldn't have been at two places at the same time...so he is the culprit who dunnit.]

IV. The Quick Fix (15 minutes)

1. **SAY SOMETHING LIKE:** Study skills are hard to learn. There's a lot to remember. Like – *“take notes, don't freak out about tests, organize your locker, etcetera, etcetera.”* Wouldn't it be great if there was an easier way...a quick fix that would just do it all for you? Well, you're going to have the chance to invent one, right now!
2. [Tell students they are now inventors, hired by the students of the world, to make things easier for seventh graders. In their groups, their task is to come up with an idea for a product that will make studying a snap. Just like a toothbrush makes brushing your teeth a snap—the bristles fit in the grooves, you can fit the thing in your mouth, the toothpaste stays right on the tippy points of the brush. Now, it's their turn to invent something that will help seventh graders organize, take tests, make schedules without the kids themselves having to do a thing.]
3. [Tell students their invention can be a gizmo, a gadget, a robot, a kit, a personal servant, a genie—whatever. It must come with a list or description of what it can do, and instructions how to use it. Its okay to focus on just one of the topics learned in the unit, or your group can create a product that solves them all. And it's okay to look back through your notes to get ideas or details from previous lessons.]
4. [Each group will have 10 minutes to create their product, and then all groups will present their ideas to the class. They can describe their invention in a paragraph, which they read; or they can draw a picture, which they show and explain; or they can advertise the product in a TV commercial; or they can use the product in an acted-out scene, showing how it works.]
5. [To give the students an example of one idea, refer them to **Student Handbook page 40, The Quick Fix Watch**. Then tell them to start inventing! Check on the groups as

they work, to make sure everyone is helping, and to make suggestions if anyone's stumped.]

- [After 8-10 minutes, ask the students to stop. Have each group present their Quick Fix product to the class. Choose the cleverest product, and "buy" it from the group with rewards.]

V. Wrap Up (5 minutes)

- [Thank your students for a fun class, and confirm that they are now study skill experts. Briefly tell them what to expect in their next unit, and assure them that what they learned in this unit will help them in the next!]

SKILLS CHECKLIST

[Direct students' attention to **Portfolio page 20, Grade 7 Skills Checklist**. Have students complete the skills checklist questions for Study Skills.]

Study Skills

I can ...

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

EXTENSION ACTIVITIES

Suggest the students play "Word to the Wise" with their friends at home, and give anyone who's interested extra copies of the owl sheets.

DO NOW: Study Skills Challenge

Directions: You will have four minutes to read the questions below and write your responses. You may look back at your Student Handbook pages to answer these questions.

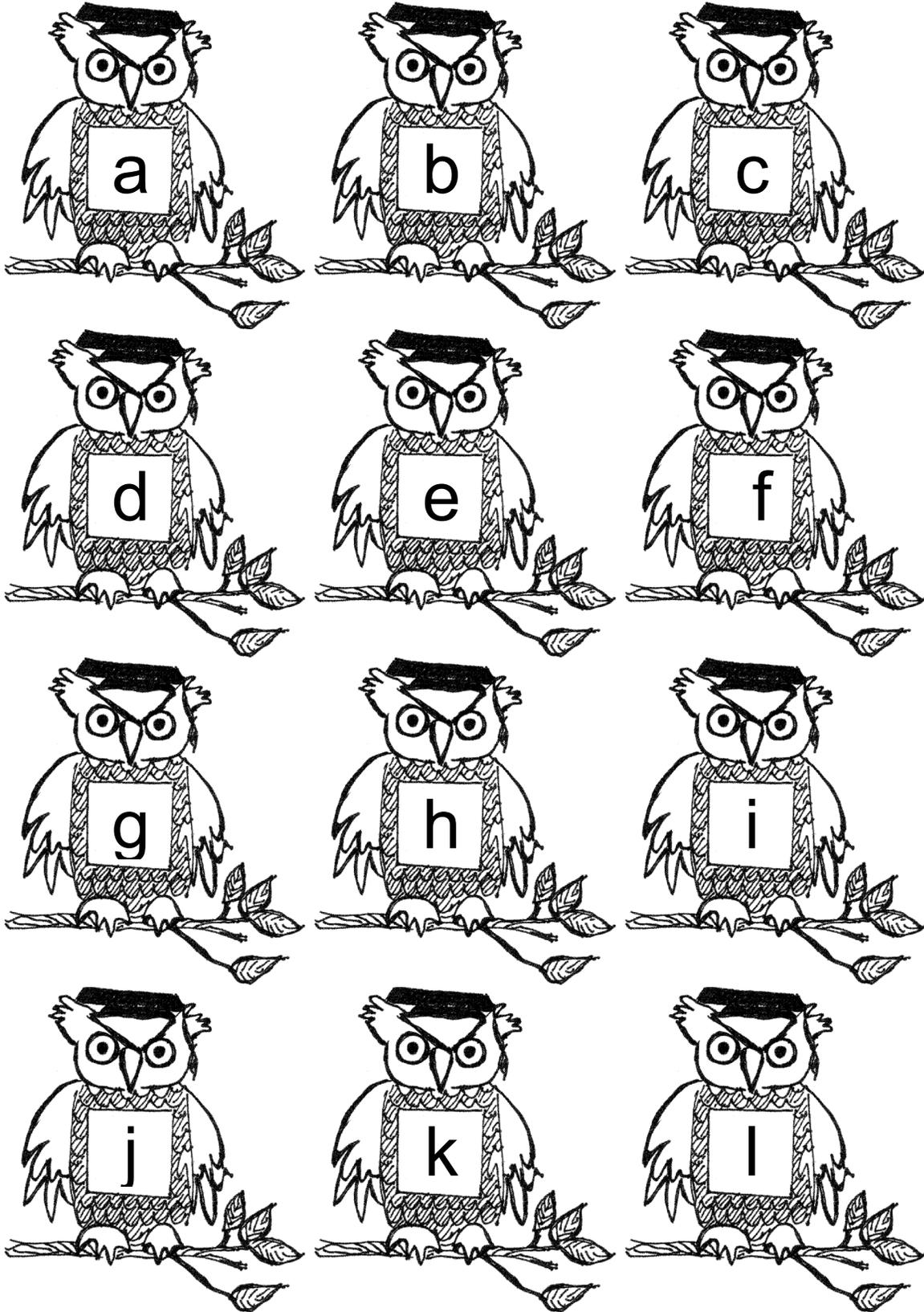
Questions:

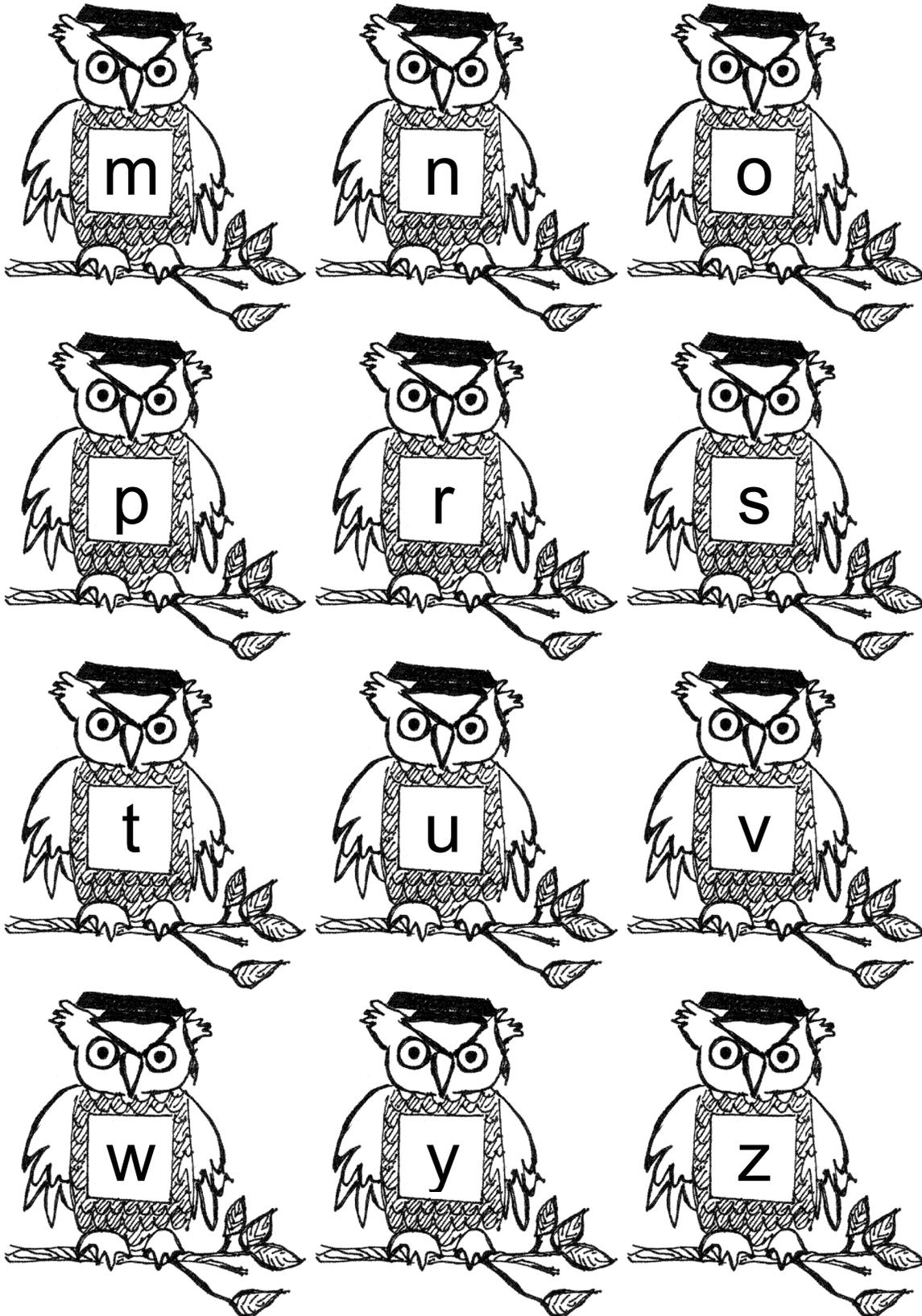
1. List the types of notes that you learned in this unit. Which type was your favorite?

2. List two test-taking strategies that you learned in this unit.

3. List 2 healthy activities that help reduce your stress.

4. What does each letter in the acronym L-P-E-T stand for? How is this useful in making a daily schedule?





Who Dunit? Suspect Statements

Who Dunit? Suspect Statements

#1 Joey Baloney

2:30–3:00 PM	Went to Cafeteria for an Ice Cream Sandwich, but it was locked, so went home.
7:00–8:00 AM	Woke up, remembered I had a math test, freaked, got dressed.
2:00–2:30 PM	Pop quiz in Social Studies. Made an outline before writing the essay, and went back to check spelling.
1:00–2:00 PM	Had lunch in Cafeteria, then went outside to flirt with the girls during Recess.
8:00–8:30 AM	Walked to school.
9:00AM–12:30PM	Classes.
8:30–9:00 AM	Math Test. Didn't listen to directions. But did hear stomach growl.
12:30-1:00 PM	Study Hall, talked with English teacher about overdue essay.

#2 Liza Liyer

6:00-7:00 AM	Went to Ice Skating lesson.
9:00-11:30 AM	Classes.
8:30-9:00 AM	Made a To-Do List in Study Hall. Buy new shoes was item #1.
12:30-2:30 PM	Spanish Club meeting to make schedule for Bake Sale.
8:00-8:30 AM	Took bus to school.
11:30-12:30 PM	Lunch in Cafeteria, then to Library to do homework.
7:00-8:00 AM	Got dressed, ate breakfast, reviewed for Math test.
2:30-3:00 PM	Went to Cafeteria for Fruit Cup, but it was locked, so went home.

#3 Peter Cheet

11:30-12:30 PM	Lunch in Cafeteria, then to art room to paint.
9:30-10:00 AM	Study Hall, organized notes into an outline for essay.
7:30-8:00AM	Woke, dressed, ate, brushed teeth.
12:30-2:00 PM	Helped stock vending machines.
10:00-11:30 AM	Science Lab.
8:30-9:30 AM	Art Lecture, took notes in mapping style.
1:00-3:00 PM	Took a nap in Nurse's office because I felt sick.
8:00-8:30 AM	Got ride to school.

SUSPECT'S DAILY PLANNER

Name of Suspect: _____

Time	Activity
6:00 – 6:30 a.m.	
6:30 – 7:00 a.m.	
7:00 – 7:30 a.m.	
7:30 – 8:00 a.m.	
8:00 – 8:30 a.m.	
8:30 – 9:00 a.m.	
9:00 – 9:30 a.m.	
9:30 – 10:00 a.m.	
10:00 – 10:30 a.m.	
10:30 – 11:00 a.m.	
11:00 – 11:30 a.m.	
11:30 – 12:00 p.m.	
12:00 – 12:30 p.m.	
12:30 – 1:00p.m.	
1:00 – 1:30 p.m.	
1:30 – 2:00 p.m.	
2:00 – 2:30 p.m.	
2:30 – 3:00 p.m.	

THE QUICK FIX WATCH

This watch is exactly what you need to take tests. You wear it on your wrist, and you push the “Start” button the minute your teacher says, “there’s going to be a test next week.” Then it starts bugging you to do the things you’re supposed to do before the test, like make sure you bring home the materials to review, study a little every day, and get a good night’s sleep the night before. And if you don’t do what you’re supposed to, like eat a good breakfast that morning, a siren goes off and won’t stop screaming until you have at least a bagel or something.

During the test, the watch helps but doesn’t cheat. It just reminds you to pay attention to the teacher’s instructions and read directions. It tells you to answer questions you know about first, and go over your answers at the end.

This is the watch that every kid needs, especially to pass math and social studies.

CAREERS

Lesson Descriptions

Careers 1: Interest Inventory

What is a career interest inventory and why is it important to learn about many different careers?

Careers 2: Navigating the IHaveAPlanlowa.gov site

How can I use IHaveAPlanlowa.gov to get more career information?

Careers 3: The Value of a Degree

How does education after high school affect my job opportunities and the money I'll make?

Careers 4: Career Fair: Career Research

What are some things to consider when deciding if a career is a good "fit"?

Careers 5: Career Fair: Career Research 2

See Careers 4.

Careers 6: Career Fair: Career Research 3

See Careers 4.

Careers 7: Career Fair: Creating Career Fair Displays

How can I present my career information in a way that will be interesting to my classmates?

Careers 8: Listening and Asking Questions

What kinds of questions will give me the most information about careers?

Careers 9: Career Fair: Presentation Practice

What techniques will make me a more effective speaker?

Careers 10: Career Fair Reflection

What did I learn from participating in the career fair, and how did my presentation contribute to my classmates' knowledge?

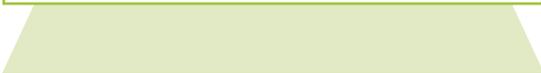
PLANNING PYRAMID

GRADE 7, Unit 5, Careers



Some Students Will:

- Use IHaveAPlanlowa.gov and other resources to research on their own.
- Ask open-ended questions.
- Paraphrase research info.
- Understand that career preferences vary from person to person.



Most Students Will:

- Successfully navigate the What They Do, Money and Outlook, and What to Learn functions of IHaveAPlanlowa.gov.
- Describe (subjective) desirable and undesirable aspects of careers based on career research and the presentations of others.
- Based on career research, assess whether a given career would be a good fit.
- Evaluate their own contributions (as listeners and presenters) to their classmates' knowledge of careers.
- Use notes to assist in an effective presentation.



All Students Will:

- Know how to sign in to IHaveAPlanlowa.gov 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 and educational requirements of a chosen (or assigned) career.
- Describe the relationship between income and education after high school.

ROADS to SUCCESS

Grade 7

Careers

Family Newsletter

IHaveaPlanIowa.gov

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?

In the 1950s, only 2 out of 5 U.S. jobs required special skills.

By the 1990s, 4 out of 5 jobs required skilled or professional workers!

Rock star or pro athlete? Doctor? Teacher?

Teens may see themselves with few career choices or so many choices it's hard to know which path to pick. Their plans may change from year to year, or even day to day.

Young people often base their career goals on jobs they can see. They may seek high-profile jobs celebrated in the media or jobs held by people they know and admire.

What does it take to get these jobs? How much education is needed? What will the job prospects be after graduation? *What else is out there?*

To answer all these questions, and more,

RTS students can sign in to:
www.IHaveaPlanIowa.gov

It's a great website that connects students with



all kinds of exciting careers. And it's free to **families in schools in Iowa.**

Just create an account and you will be able to sign in using an account name and password that you create for yourself. Within a few clicks, students will be able to access career assessments that provide career suggestions based on the student's interests and skills.

Step 1

Answer questions about what they like to do: Work outside? Work with their hands? Keep regular hours? Help other people?

Step 2

Click on career possibilities selected just for them, from hairstylist to helicopter pilot, website designer to welder.

Check out a list of recommended high school subjects, as well as tech schools, community colleges, and universities that will help students get where they want to go.

You can also encourage your teen to check out these websites:
www.nycareerzone.org
www.thefunworks.org
www.bls.gov/k12/

Grade by Grade

What's a degree worth?

That's just one of the questions we hope to help students answer, starting in Grade 7.

Over a lifetime, high school grads make at least \$200,000 more than kids who drop out without a degree. Going to college provides even

bigger lifetime earnings.

And that's not all. A good education gives students more career choices.

In Roads to Success, students will explore some of their career options at the seventh-grade Career Fair. Each

student will study one career in detail. What does someone with this job do every day? What is the workplace like? How much education is needed? Once students have become experts in their chosen careers, they'll present their research to other students in their grade.

Interest Inventory**The BIG Idea**

- What is a career interest inventory and why is it important to learn about many different careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's an Interest Inventory? (5 minutes)
- II. Connect to IHaveAPlanlowa.gov (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Interest Profiler (25 minutes)
- V. Wrap Up (5 minutes)

MATERIALS **PORTFOLIO PAGES:**

- Portfolio page 9, Interest Profiler Results

 STUDENT HANDBOOK PAGES:

- Student Handbook page 41, What is IHaveAPlanlowa.gov?
- Student Handbook pages 42, IHaveAPlanlowa.gov Basic Directions

 FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Interest Inventory
- Facilitator Resource 2, Interest Inventory Choices
Facilitator Resource 3, Interest Inventory Extension

OBJECTIVES

During this lesson, the student(s) will:

- Sign in and save work on the IHaveAPlanlowa.gov website.
- Complete an inventory that matches his/her interests with potential careers.
- Understand the functions of interest inventories and portfolios.

OVERVIEW

This is the first lesson in a unit on careers in which students will explore possible careers, consider which careers might be a good fit for them, and ultimately research and present one career in a Career Fair. This class, which will be held in the computer lab, introduces students to a website that will be integral to students' career and college exploration, IHaveAPlanlowa.gov. Students will choose Account IDs and passwords for the site and create their online portfolios to save their research. Then they will explore how the website can help them find careers that fit their own skills and interests, taking a 180-question interest inventory to generate individual lists of possible career matches.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website 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 www.IHaveAPlanlowa.gov on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 41, What is IHaveAPlanlowa.gov?**
 - **Student Handbook page 42, IHaveAPlanlowa.gov Basic Directions**
 - **Portfolio page 9, Interest Profiler Results**
- If desired, copy a class set of **Facilitator Resource 3, Interest Inventory Extension**. (See **IMPLEMENTATION OPTIONS**.)
- 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 (2 options per student for a class of 30)
 - b. Print out all relevant IHaveAPlanlowa.gov info 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.

- ❑ In this unit, students will research one of the top three career choices. **NOTE:** Careers chosen for research must be found on IHaveAPlanIowa.gov.
- ❑ To avoid transporting all of your student binders to the computer lab, have students remove and staple together all Careers Portfolio and Student Handbook pages before this unit begins. Use address label stickers and put the students' Account IDs and passwords on the front of each packet.

BACKGROUND INFORMATION

SITE LICENSE

With your IHaveAPlanIowa.gov educator login, you can review portfolios, run a variety of reports, and more. To access your Professional Center Account, complete the following steps:

EDUCATOR LOGIN: CREATING A PROFESSIONAL CENTER ACCOUNT

1. Go to <https://procenter.IHaveAPlanIowa.gov>.
2. Select the **Create a Professional Center Account** link.
3. Determine whether or not you have already created an A&A account. Most individuals have not. If you have not, choose the **Continue** link.
4. Choose your role and select the **Go** button.
5. Click the **Find** button to choose your school.
6. The select school screen will appear. Choose your school and then select **Continue**.
7. Lastly, enter your school's **Professional Account Access Key (PAAK)** and click **Next**.
8. Enter the following information.
9. Create your account name. You may want to use the following format: first-name.lastname. **Notice that @iowaid is automatically added to the account name.** This will be your account id. For example, if your name is John Smith, you will enter john.smith and your account id will become: john.smith@iowaid
Note: Your password must be at least eight characters and must include at least one number and at least one capital letter. For example: Tigers19.
10. Select **continue**.
11. Enter your account name and password. **At the end of your account name, be sure to enter @iowaid.** For example, if your account name was john.smith, enter john.smith@iowaid. Now enter your password. Do **not** check the, "Take me to my Account

Options after I Sign In,” box. Click the **Sign In** button.

12. On the next screen you will choose security questions that you will be prompted to answer in case you should forget your password.
13. You will now see your confirmation page. Notice that your account name includes @iowaid.
14. You are now signed into your professional account.

EDUCATOR LOGIN: RETURNING USERS

1. Go to <https://procenter.IHaveAPlanlowa.gov>.
2. Click **Sign in** in the lower left of the screen.
3. Enter the account name that you created in the text box labeled “Account ID”.
4. Enter the password that you created in the textbox labeled “Password”.

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 IHaveAPlanlowa.gov. Specifications, settings and technical support can be found by logging on to the website (www.IHaveAPlanlowa.gov), and clicking on the **Need Help?** link located on the top right of the toolbar).

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: Interest Inventory**.

Questions:

1. What activities or school subjects interest you the most?
2. List three careers that you are interested in learning about.
3. Do you think your interests are related to the careers you want to learn about?
Explain.

[After they have answered the questions, call on students to read their responses.. Then begin with the Warm Up as written.]

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 activity as written.

WARM UP

If your classroom space is not conducive to having students move around, have students use hand gestures to share their responses to the series of career statements. Ask students to use thumbs up to indicate “like”, thumbs down to indicate “dislike” or a flat hand to indicate “not sure”.

COMPUTER LAB ISSUES

Students unfamiliar with the computer lab will need instructions on its use.

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.

You may wish to schedule lab time for a make-up session for those students absent on the day this lesson is presented.

IMPROVING STUDENT UNDERSTANDING

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

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

If the interest inventory (Interest Profiler) items are too difficult or abstract for students, even working in pairs, please read the items aloud and provide explanations when necessary.

If your students finish their interest inventory early, you may want to ask students to complete the following, as directed in **Facilitator Resource 3, Interest Inventory Extension**.

- Have students identify the BEST match and WORST match from their list. Then have them list careers that seem to be similar. One possible example is pediatrician, family practitioner, oncologist, and physical therapist. All of these careers are related to the medical field.

If you think the seating arrangements in the computer lab or the dynamic of a class will make it difficult for students to pay attention to your instructions, you may choose to start the lesson in the classroom and transition to the computer lab once you have modeled the directions for logging onto IHaveAPlanIowa.gov, Creating a Portfolio, and accessing Interest Profiler.

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ACTIVITY STEPS

I. Warm Up: What's an Interest Inventory? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everyone! I'd like everyone to close your eyes for a moment. Imagine it's 20 years from today, and you're at your job. Where are you working? What are you doing? What path did you take to get there?

Now, open your eyes. Maybe you had a vague picture of where you'd like to be working, but aren't really clear about all the details. Or maybe you had no idea what kind of job you'd like to be doing. No matter what your picture was like, this is a great time to start thinking about all the different, exciting careers that are possible.

Over the next several weeks, we're going to be exploring many different careers you might consider after high school. We'll discover what it's really like to have these jobs, what path to follow to get these jobs, and – most importantly – which jobs are a good fit for you. When we finish the unit, you'll participate in a Career Fair. Each of you will choose a career that interests you and provide information about that career to other students in your class.

2. [Write the word "Like" on the left side of the chalkboard or white board, write "Not Sure" in the center of the board, and write "Dislike" on the right side of the board. Note, if you do not have a large chalkboard or white board in the room, print out **Facilitator Resource 2, Interest Inventory Choices**, and attach the sheets to a wall.

Preview the day's activities, telling students that they will have the chance to take an interest inventory online on a website called www.IHaveAPlanIowa.gov. After answering a series of questions, the website's "Interest Profiler" will generate a list of careers that match their interests. Tell them that to help them get ready, you have a two-question quiz for them – one that's *exactly* the same as the activity they'll try online. There are no right or wrong answers. It's their opinions that count. You are going to describe a job-related activity. They are to get up from their seats and stand in the spot along the wall that indicates whether they like or dislike the activity, or whether they are not sure. (Indicate words arranged across the board or wall.)]

3. **SAY SOMETHING LIKE:** For example, if I said "Build kitchen cabinets," who would stand near the word "Like"? Who would stand near the word "Dislike"? Who would move to the word "Not Sure"?

4. **SAY SOMETHING LIKE:** Here's the first statement. Listen first, and then when I give the direction you should stand next to the sign that you agree with. I might call on some of you to explain your feelings about this activity.

"Guard money in an armored car."

[Ask a student or two to explain their feelings about guarding money.]

Ready for statement number 2? "Study space travel."

[Ask for a comment or two concerning space travel.]

5. [Have students return to their seats.]

II. Connect to IHaveAPlanIowa.gov (5 minutes)

1. Before we begin the **Interest Profiler**, each of you will need to create your own Account ID, password, and portfolio where you can save your work. It will be possible for you to visit the IHaveAPlanIowa.gov website from a home or library computer, using your Account ID and password. You can use this website to explore colleges and careers any time you want.
2. Place a transparency of **Student Handbook page 42, IHaveAPlanIowa.gov Basic Directions**, on the overhead, or use your laptop and LCD projector to project this page.
3. Guide the students through the following sequence to log on to IHaveAPlanIowa.gov.
 - 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.IHaveAPlanIowa.gov.

III. Create a Portfolio (5 minutes)

1. **SAY SOMETHING LIKE:** In order to save your work on IHaveAPlanIowa.gov you'll need to create a portfolio, or a special online folder. Let's do this now.
 - Go to <http://www.ihaveaplaniowa.gov>.
 - Select the **Create an Account** link.
 - Determine whether or not you have already created an A&A account. Most individuals have not. If you do not, choose the **Continue** link.
 - Choose your role and select the **Go** button.

- Enter your date of birth and then click the **Find** button to choose your school.
- The select school screen will appear. Choose your school and then select **Continue**.
- Enter the following information.

Note: An e-mail address is required; however, if you do not have an e-mail address, you may check the box that allows the system to create one for you.

Hint: An external e-mail address allows you to retrieve your account information if you forget.
- Create your account name. You may want to use the following format: firstname.lastname. Notice that @iowaid is automatically added to the account name. This will be your account id. For example, if your name is John Smith, you will enter john.smith and your account id will become: john.smith@iowaid

Note: Your password must be at least eight characters and must include at least one number and at least one capital letter. For example: Tigers19.
- If you used Choices in the past and have a Choice Portfolio, you may import your portfolio into your new IHaveAPlanIowa account. You will select the option to import and enter your Choices Portfolio name and Password. (You may also import your Choices information later from Your Portfolio.) Read the privacy policy and terms of use and click **Submit**.
- Select **Continue**.
- Enter your account name and password. At the end of your account name, be sure to enter @iowaid. For example, if your account name was john.smith, enter john.smith@iowaid. Now enter your password. Do not check the, “Take me to my Account Options after I Sign In,” box. Click the **Sign In** button.
- On the next screen you will choose security questions that you will be prompted to answer in case you should forget your password.

Hint: Remember the answers to your questions. If you forget your password, you can answer these questions to reset your password and access your account.
- You will now see your confirmation page. Notice that your account name includes @iowaid. Click **Continue** to sign into your account.
- NOTE: It’s important to know who can see the information you place on the Internet. I will be able to check the work of my students in all classes. This helps me figure out what careers you’re most interested in.

IV. Interest Profiler (25 minutes)

1. **SAY SOMETHING LIKE:** Ready to try the Interest Profiler?
 - Click on the **Career Planning** tab at the top of the page.
 - Next, click on the **Learn About Yourself** section.
 - Click the **Interest Profiler**.

Please read everything on the page to yourself. Who can explain what you have to do? (*Answer 180 questions by clicking the button that best describes your feelings.*) What will happen once you've completed that task? (*Interest Profiler will select possible careers based on the interests you've described.*) 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 connect to jobs that are the closest match for the things they like.
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 turn students loose to work on their own.]

5. About 15 minutes before the end of the class period, give the students a 10-minute warning and let them know that they should be nearing the end of the question-answering phase of Interest Profiler. Invite students who have finished the interest inventory to explore the resulting list of career matches. Students should print out two copies of the Interest Profiler results where that option exists. Have students put one copy in

their portfolio and take the second one home to discuss their results with their families. If printing is not an option, they should list their favorite six careers from their results on **Portfolio page 9, Interest Profiler Results.**

6. Finally, students should choose three careers from their list that they're most interested in researching, and write them in the box at the bottom of the page.
7. If time permits, ask students to note any patterns or common threads in the jobs they were matched with, which ones seemed accurate, and which careers surprised them.

V. Wrap Up (5 minutes)

1. Briefly preview the activity for the coming week.

SAY SOMETHING LIKE: Next time, we'll see how we can use the IHaveAPlanlowa.gov website to explore individual careers. I'd like you to list six additional careers you'd like to investigate, including others that appeared in your Interest Profiler results.

Between now and then, you can visit the IHaveAPlanlowa.gov website from any computer. All you need is your Account ID and password which you've written down on **Student Handbook page 41, What is IHaveAPlanlowa.gov?**

DO NOW: Interest Inventory

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

Questions:

1. What activities or school subjects interest you the most?

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

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

Like

Dislike

Not Sure

Interest Inventory Extension

Directions: If you finish the 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 related to the medical field.*)

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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 Interest Profiler Taken: _____

Take the IHaveAPlanlowa.gov Interest Profiler. Review your results and then list your favorite six careers below.

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

Look through your Interest Profiler results again. 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. _____
6. _____

My Top Three Career Selections are:

1. _____
2. _____
3. _____

What is IHaveAPlanlowa.gov?

IHaveAPlanlowa.gov is a web-based career exploration and planning tool that you will use to explore career and college options and to create a comprehensive career portfolio.

Features of the program include:

- **Interest and Skills Assessments** – Learn about your interests, values, skills and abilities.
- **Detailed Career Profiles** – direct links between careers and high school subjects, as well as links between careers and college programs.
- **Interviews** – interviews with real people in each occupation add depth and realism to career profiles.
- **College and Financial Aid Information** – updated yearly with different search tools to help you find the right college and scholarships that fit your qualifications.
- **Electronic Career Portfolio** – available online, so family members and teachers can see how you are putting together your educational plans.
- **Resume Builder** – combines with the portfolio to help you create and print professional resumes quickly and easily.

To find out more about the program, we encourage you to sign in using your access information:

Sign in at: www.IHaveAPlanlowa.gov



Enter your **Account ID** for your portfolio
(example: FirstName.LastName@iowaid): _____

Enter your **password** for your portfolio: _____

ADAPTED FROM: www.IHaveAPlanlowa.gov

IHaveAPlanIowa.gov Basic Directions

I. Connecting to IHaveAPlanIowa.gov

- 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.IHaveAPlanIowa.gov).
- When the IHaveAPlanIowa.gov sign in page appears click **Sign In** in the upper right side of the page.
- Enter your Account ID and password into the sign in area and click **Sign In**.

II. Creating an Account (First Time Users)

- Go to <http://www.ihaveaplaniowa.gov>.
- Select the **Create an Account** link.
- Determine whether or not you have already created an A&A account. Most individuals have not. If you do not, choose the **Continue** link.
- Choose your role and select the **Go** button.
- Enter your date of birth and then click the **Find** button to choose your school.
- The select school screen will appear. Choose your school and then select **Continue**.
- Enter the following information.
 - Note:** An e-mail address is required; however, if you do not have an e-mail address, you may check the box that allows the system to create one for you.
 - Hint:** An external e-mail address allows you to retrieve your account information if you forget.
- Create your account name. You may want to use the following format: firstname.lastname. Notice that @iowaid is automatically added to the account name. This will be your account id. For example, if your name is John Smith, you will enter john.smith and your account id will become: john.smith@iowaid
 - Note:** Your password must be at least eight characters and must include at least one number and at least one capital letter. For example: Tigers19.
- If you used Choices in the past and have a Choice Portfolio, you may import your portfolio into your new IHaveAPlanIowa account. You will select the option to import and enter your Choices Portfolio name and Password. (You may also import your Choices information later from Your Portfolio.) Read the privacy policy and terms of use and click **Submit**.
- Select **Continue**.
- Enter your account name and password. At the end of your account name, be sure to enter @iowaid. For example, if your account name was john.smith, enter john.smith@iowaid. Now enter your password. Do not check the, "Take me to my Account Options after I Sign In," box. Click the **Sign In** button.
- On the next screen you will choose security questions that you will be prompted to answer in case you should forget your password.
 - Hint:** Remember the answers to your questions. If you forget your password, you can answer these questions to reset your password and access your account.
- You will now see your confirmation page. Notice that your account name includes @iowaid. Click **Continue** to sign into your account.

III. Interest Profiler BASIC DIRECTIONS

- 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 180 questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The **Interest Profiler** will select 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**.

The **BIG** Idea

- How can I use IHaveAPlanlowa.gov to get more career information?

AGENDA

Approx. 45 minutes

- I. Warm Up: Exploring Careers with IHaveAPlanlowa.gov (5–10 minutes)
- II. Sample Career Profile (15 minutes)
- III. Explore Your Own Career (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 9, Interest Profiler Results, (as completed in previous lesson)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 43, IHaveAPlanlowa.gov Directions
 - Student Handbook page 44, Career Investigation
- Overhead projector
- LCD projector
- Laptop
- A variety of colored pencils/pens [one for each student]

OBJECTIVES

During this lesson, the student(s) will:

- Explore a career profile to discover basic job information, required education, and where they can go for additional information about that career.
- Summarize career information.

OVERVIEW

In this lesson, students will explore an IHaveAPlanlowa.gov career profile for a sample career, and answer questions about day-to-day tasks, and where they can go for additional information about this career. Then students will use IHaveAPlanlowa.gov to explore a career of their choice, answering the same questions. Finally, they will consider whether the careers they investigated are a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab. Also make arrangements to access the IHaveAPlanlowa.gov website via your laptop and projector. **See Lesson 1 for background issues on computers and modifications in case computers are not available.**
- 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 43, IHaveAPlanlowa.gov Directions**
 - **Student Handbook page 44, Career Investigation**
 - **Portfolio page 9, Interest Profiler Results** (from previous lesson)
- If students will be using personal computers, write the web address on the board or chart paper.
- For the sample career highlighted in **Activity II Sample Career Profile**, choose a career that you think will be interesting for the majority of your students. Write the name of the career on the board. (Make sure you use the name as it appears on the IHaveAPlanlowa.gov website, such as “automobile mechanic” rather than “car mechanic.”)
- Familiarize yourself with all the components of the IHaveAPlanlowa.gov profile of the sample career.

BACKGROUND INFORMATION

Students will be using IHaveAPlanlowa.gov (www.IHaveAPlanlowa.gov) in order to research a sample career (as a class), then one career of their own choosing. To locate specific careers, students click on the **Career Planning** tab, then click on the **Explore Careers** section. A student can then type his or her chosen occupation into the **Search for** box under **Search Careers**.

Each occupation profile includes the following:

- **What They Do** (including tasks, working conditions and physical demands, work hours and travel and similar careers)
- **Is This for You** (including interests, values, aptitudes and personality type)
- **Skills You Need** (including basic, transferable and workplace skills)
- **What to Learn** (including suggested high school courses, recommended educational level and links to college programs)
- **Money and Outlook** (including wages and employment outlook searchable by state)
- **Military Options** (only included in relevant career profiles)
- **Connections** (includes associations, related Internet sites, and job bank links)
- **Interviews** (only included in some career profiles)
- **Real Life Activities** (only included in some career profiles: includes Real-life Math, Communication and Decision Making scenerios.)

This lesson focuses on three sections, **What They Do**, **What to Learn** and **Connections**. During this lesson you should proceed at a pace that feels comfortable for your students. Don't worry if students do not finish all of **Student Handbook page 44, Career Investigation**. It is more important that students become comfortable navigating around the IHaveAPlanlowa.gov website.

Note: Students can save interesting careers to their portfolios or print a copy to take home.

VOCABULARY

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

GED: General Equivalency Diploma. A certificate that students receive if they choose not to graduate from high school and instead pass a high school equivalency test.

ACTIVITY STEPS

I. Warm Up: Exploring Careers with IHaveAPlanlowa.gov (5 – 10 minutes)

1. **SAY SOMETHING LIKE:** Last week, I introduced you to the IHaveAPlanlowa.gov website. You each took an interest inventory using the site’s Interest Profiler feature to find careers that matched your interests. This week, we’re going to see how we can use IHaveAPlanlowa.gov to find out more about each of these careers. This is an important lesson, because you’ll be using this site throughout middle and high school to learn about careers.

As you use IHaveAPlanlowa.gov today, I’d like you to keep in mind that this website is designed for people of all ages, including adults. This means that some of the reading is difficult. There’s a lot of very valuable information on this site — it may just take a little patience, hard work, and helping each other out to get the most out of this site.

2. **SAY SOMETHING LIKE:** Now, let’s all sign in to IHaveAPlanlowa.gov, and find out how this website can help us explore careers.

[Walk the students through the sign in process, while you do the same on your laptop/LCD projector. Guide them to the **Career Planning** tab at the top of the screen and tell students to click on it. Then ask students to click on the **Explore Careers** section.]

3. **SAY SOMETHING LIKE:** Let’s look at a career together, and explore some of the different things we can learn about it. For example, let’s investigate “automobile mechanic” (or another sample career that interests your students).

[Show students how to find individual career profiles. Explain that they can either type in the name of the career in the **Search for** field, or click on **A** for “Automobile Mechanic” in the **Every career from A to Z** alphabetical listing. Then have students click the link for **Automobile Mechanic**.]

4. **SAY SOMETHING LIKE:** This section is called a **career profile**. On the left-hand side, you’ll see there are tabs that describe different information about this career. Today, we’re going to focus on two or three sections within the **career profile**. In which section will we find answers to each of the following questions?
 - What does a person with this career do in a typical day on the job? [**What They Do**]
 - How much education do you need to get this job? [**What to Learn**]
 - Where else can I go for information about this career? [**Connections**]

5. [Instruct students to refer to **Student Handbook page 43, IHaveAPlanIowa.gov Directions**, which lists the steps for exploring IHaveAPlanIowa.gov in case they get stuck.]

II. Sample Career Profile (15 Minutes)

1. **SAY SOMETHING LIKE:** Together, let's explore these three sections of the **career profile** for "Automobile Mechanic." Please turn to your **Student Handbook page 44, Career Investigation**. [Display the page on an overhead projector.] We're going to use the **IHaveAPlanIowa.gov career profile** to answer these questions. However, don't write the answers for Automobile Mechanic here. In a minute, you're going to answer these questions about a career of your choice.
2. **SAY SOMETHING LIKE:** I'll start by writing the name of the career here. [Write "Automobile Mechanic" in the "Career" space.]

Now, let's look at the first question under **What They Do**: *Name three things that a person with this job does during a typical day.*

The **What They Do** page is the best place to start whenever you're exploring a career. You'll find a list of job responsibilities in the **A person in this career** section at the top of the page. This is where you'll find an overview of what this job is all about, along with some details about what a person with this job does and where they work. When you're exploring your own career, be sure to read this section carefully – even if you think you already know what this career is about. You might be surprised to learn that the job isn't quite what you expected – or maybe it involves more than you thought.

[As a class, read the **What They Do** page for your sample career. As you do, look for examples of things that a person with that job does and write them on the overhead. Help students see how you summarize the text – not copy it word for word. One suggestion would be to read a bulleted item, stop and ask students to describe what the person does in their own words.]

3. **SAY SOMETHING LIKE:** Great, now let's look at the next question: *What kind of education do you need for this job?*

[On your laptop, show students how to click the **What To Learn** tab.]

This is a very important section, and one we should read carefully no matter what career we're exploring. After all, every career requires unique skills and training.

Depending on the career, you may need a two- or four-year college degree, certification from a special program, a graduate degree (education beyond college), or specific on-the-job training. Even though this education typically occurs after high school, it's important to start thinking about it now. You can plan the high school courses you'll need to do well in college or tech school.

4. [As a class, read the Education Level section (under **What to Learn**) for your sample career. Once again, help students summarize the text to answer the question, rather than copying it verbatim. Also, students may be unfamiliar with the term GED, so take a minute to define if necessary. A **GED**, or General Equivalency Diploma, is a certificate that students receive if they choose not to graduate from high school, and instead pass a high school equivalency test.]
5. **SAY SOMETHING LIKE:** Let's turn to the last three questions: *Where else can you find information about this career? What is the website address for this association website or other Internet site? What is one interesting thing that you learned while exploring this website?*

[On your laptop, show students how to click the **Connections** tab.]

To answer these questions, we're going to click on the **Connections** tab. This page will give you links to related associations and other Internet sites that give you additional information about this career. By clicking on these links, you can further explore the career of your choice. It's always a good idea to go to more than one source when you are researching and the **Connections** page will give you a number of other sources that you can turn to.

6. **SAY SOMETHING LIKE:** Today, we're going to focus on the **Associations** section of the **Connections** page.

[As a class, read the list of associations related to your career. Note that the associations and sites available will vary greatly from career to career, so you may want to review the websites prior to sharing one with the class. Also note that some careers do not have associations listed. In those cases, students should select one of the other Internet sites that are listed on the **Connections** page.]

Choose an association that looks interesting and click on the link to that website. You'll be writing down the association name and website address (URL) on **Student Handbook**

page 44, Career Investigation. You'll also be writing down one interesting piece of information that you learned about your career while visiting this site. This might be information about a local organization that supports professionals in this career, suggestions for education in this career, current job openings, and more. Every association website will be different. You'll have to hunt for the most interesting piece of information. If your career doesn't have any associations listed, choose a link to an Internet site instead. You'll still be able to find valuable information.

[Click on one of the associations and show students how to navigate around the site. Point out a few interesting pieces of information and ask students to summarize them in their own words.]

7. If time permits, have a few students share their responses to the following questions:
 1. What's something you learned that you didn't know about this career?
 2. How many of you would be interested in this career? Why or why not?

III. Explore Your Own Career (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we've had a chance to navigate the IHaveAPlanIowa.gov website together, it's your turn to start exploring some careers that interest you. Please turn to **Portfolio page 9, Interest Profiler Results**. Last week, you chose three careers that you're most interested in investigating; these should be written at the bottom of the page. I'd like you to choose one career to explore today, and complete **Student Handbook page 44, Career Investigation**. As you collect information, be thinking about whether or not this is a good career for you. [NOTE: Let students know that it is OK if they cannot complete all of **Student Handbook page 44, Career Investigation**. The goal of this activity is to give students practice navigating the IHaveAPlanIowa.gov website.]

Remember, to search for a career, start by clicking the **Career Planning** tab at the top of the page and then click on the **Explore Careers** section. And remember, you should be summarizing the information in your own words. Don't just copy the text directly onto your handbook. If you need help, just ask!

2. Give students about 15 minutes to investigate the career of their choice. If students have any time left over, encourage them to explore some of the other sections of the **career profile**, such as **Skills You Need** and **Money and Outlook**.

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** What's something you learned about the career you chose that you didn't know at the beginning of the class? [Have 2-3 students share their answers.] How many of you feel that the career you chose would be a good "fit" for you? Why or why not?
2. **SAY SOMETHING LIKE:** What other information might help you decide if a career is a good "fit" for you? (Answers might include how much money it pays or where the job opportunities are.)
3. **SAY SOMETHING LIKE:** I hope you're all starting to feel comfortable using the IHaveAPlanIowa.gov website – and are excited about exploring more careers. Next week, we'll use the website to check out how much money you'd make for careers you're interested in. We'll compare earnings for careers that require a college education with careers that require less education.

IHaveAPlanIowa.gov Directions

What They Do Job Description:

1. Sign into IHaveAPlanIowa.gov website (www.IHaveAPlanIowa.gov)
 - a. Account ID: _____ Password: _____
2. Click on the **Career Planning** tab at the top of the page.
3. Click on the **Explore Careers** section of the page.
4. 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 button with the letter that your career starts with. You will find a list of every career that begins with that letter.
5. From the results list, select the career title that most closely matches the one you are looking for.
6. 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.
7. Read the top section, **A person in this career**. Use the information to find out #1 on your Career Investigation page.

What To Learn:

1. Complete steps 1 - 5 from the **What They Do** section above.
2. Select the **What to Learn** tab on the left side of the screen.
3. Read this section and fill out #2 on your **Career Investigation** page.

Connections:

1. Complete steps 1 - 5 from the **What They Do** section.
2. Select the **Connections** tab on the left side of the screen.
3. Read this section and fill out #3-5 on your **Career Investigation** page.
4. Read this section and click on a link to an association that is listed. If no associations are listed, click a link to one of the other Internet sites that are listed. Use the association site or other Internet site to fill out #3-5 on your Career Investigation page.

Career Investigation

Career: _____

What They Do:

1. Name three things that a person with this job does during a typical day.

- _____
- _____
- _____

What To Learn:

2. What kind of education do you need for this job?

Connections:

3. Where else can you find information about this career?

4. What is the website address for this association website or other Internet site?

5. What is one interesting thing that you learned while exploring this website?

The Value of a Degree

The **BIG** Idea

- How does education after high school affect my job opportunities and the money I'll make?

AGENDA

Approx. 45 minutes

- I. Warm Up: Why College? (10 minutes)
- II. How Much Money? (20 minutes)
- III. Earnings and Unemployment (10 minutes)
- IV. Wrap Up: School Rules! (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 45, Same Interest, Different Education
- Student Handbook pages 46 and 47, How Much Money?
- Student Handbook page 48, Earnings and Unemployment

FACILITATOR PAGES:

- Facilitator Resource 1, Career Fair Sign-Up Sheet
- LCD projector
- Laptop

OBJECTIVES

During this lesson, the student(s) will:

- Use IHaveAPlanIowa.gov to compare earnings for related careers (within the same career cluster) that require different levels of education (high-school vs. college grads).
- Use a bar graph to discover the correlation between education and income and the inverse correlation between education and unemployment.

OVERVIEW

In this lesson, students will explore the connection between education and income. They'll begin by responding to several true/false statements about the benefits of a college education. Then, they'll use the IHaveAPlanIowa.gov website to compare earnings for careers in the same field, or cluster, that require high school or four-year degrees. Finally, they'll review a Bureau of Labor Statistics bar graph to compare income and unemployment rates for high school dropouts and college grads.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanIowa.gov website 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 www.IHaveAPlanIowa.gov on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 45, Same Interests, Different Education**
 - **Student Handbook pages 46 and 47, How Much Money?**
 - **Student Handbook page 48, Earnings and Unemployment**

BACKGROUND INFORMATION

This lesson should demonstrate a correlation between education and earnings, as well as a correlation between a lack of education and unemployment. In the lesson, you'll share a graph from the Department of Labor that supports this idea. Note: Salaries on this graph represent national averages. Actual salaries in your state may be higher or lower. Please share this information with your students.

Your students will likely point out exceptions to the rule that "more education means more money." (It's true that some jobs that don't require a college education pay better than some jobs

that do.) It is not our mission to indiscriminately steer students toward college, but to make them aware of all their options, and the implications of their decisions.

Here are three examples of career areas that may have higher wages, yet don't require college education, along with notes about each one:

Skilled Trades: Before you can make a big salary at these jobs, you'll most likely begin by working as an apprentice for low pay. And your education probably won't be over after high school; these jobs often require post-high school certification courses.

Physical Labor: It's true that jobs like mining and manufacturing pay well. But it's also true that many jobs requiring physical labor are disappearing due to automation and factories moving to other countries.

Sports and Entertainment: You might not need a degree to make big money as an actor or an athlete, but there are limited opportunities for these kinds of jobs, and success is a result of both talent and luck. If you want to try and go this route, remember that it's important to have a back-up plan!

VOCABULARY

Occupation: job

Annual: yearly

Entry level wage: earnings at the beginning of your career

Average wage: averages earnings, combines the wages for the beginning, middle, and experienced levels of a career

Experienced wage: earnings you make toward the end of your career

IMPLEMENTATION OPTIONS

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

For the **Warm Up** activity, you might consider having students discuss the true/false statements in teams or pairs and decide on a group answer. Teams could then share their answers (and the reasons for their choices) with the class.

If you think students will have a difficult time searching for careers by cluster, or navigating the **Money and Outlook** section of the career profiles, you may prefer to do this as a class activity.

Another possibility would be to print out **Money and Outlook** pages for pairs of related careers (requiring different levels of education), and then have students work directly from the printouts.

ACTIVITY STEPS

I. Warm Up: Why College? (10 minutes)

1. Let students know that next week they'll begin preparation for a 7th grade career fair that will be held in about a month. Each will become an expert in a particular career, and will create materials to share information about that career with their classmates. They should write their names on the sign-up sheet along with three careers they are interested in investigating, which they've listed in the box at the bottom of **Portfolio page 9, Interest Profiler Results**. Next week, you'll assign a different career to each student, and will try to see that each gets one of his or her top choices. (In order to get a diverse selection, you might suggest that students choose no more than one "celebrity" career, and at least one they think no one else will pick (such as actor, singer, model, professional athlete, etc.). While students are working, circulate **Facilitator Resource 1, Career Fair Sign-Up Sheet**.
2. **SAY SOMETHING LIKE:** Last week, you investigated specific careers using the IHaveA-Planlowa.gov website. This week, we'll use the website to compare the earnings of careers in the same field, but requiring different levels of education. But first, we're going to talk about education – and specifically, college.
3. Let's think about some of the reasons people go to college. I'll read a statement and if you think it's true, give it a thumbs up. If you think it's false, give it a thumbs down. There are no right or wrong answers, so don't worry about being correct.
4. [Read the following statements to the class one at a time. After each "vote," ask some of the students to volunteer their reasons for why they chose true or false. The statements are intentionally ambiguous so that students can make a case for either a true or false answer.]
 - a) College isn't for everyone.
 - b) A person with a high school education will have unlimited job choices.
 - c) People go to college so they can earn more money when they graduate.
 - d) It's important for seventh graders to think about college even though it's more than five years away.
 - e) The more education you have, the more money you'll make.

II. How Much Money? (20 minutes)

1. **SAY SOMETHING LIKE:** It's possible to use IHaveAPlanlowa.gov to compare individual jobs in the same field, such as a psychologist and a social worker (Human Services)

or a nurse and a doctor (Health Science). One of the big differences between jobs in the same field is the amount of education you need to get hired. What differences in earnings do you expect to find when we compare jobs that require different levels of education? (*The more education you have, the more money you make.*)

2. Refer students to **Student Handbook page 45, Same Interests, Different Education** and have them sign in to IHaveAPlanIowa.gov. Choose one career cluster and model the following steps using a laptop and LCD projector, noting that the instructions are also on **Student Handbook pages 46 and 47, How Much Money?** if they get stuck.
3. **SAY SOMETHING LIKE:** We want to find a list of related careers, so click on the **Career Planning** tab at the top of the page and then on the **Explore Careers** section. In the section Browse Career Clusters, you'll find the 16 **career clusters** used to categorize careers in Iowa. You're going to see the term "**career cluster**" throughout this website. A **career cluster** simply refers to a general field of work. For example, look at the list of clusters. In which **career cluster** do you think you'll find doctors, nurses, and physical therapists? (*Health Science*)

Let's investigate one pair of jobs together to get started. Click on the **Health Science** cluster and view the list of careers.

4. At the top of the page, you'll see the option to sort these careers **Alphabetically** or to **Sort by Education Level**. Let's click **Sort by Education Level**.

[Have a volunteer read each of the types of education. Explain any questions that students may have]:

- Professional or graduate degree
- Bachelor's degree
- One or two years post-secondary training
- High school completed (GED)
- High school not completed (but preferred)

5. Let's compare two careers. You'll see "Dental Hygienist" under the section "One to two years post-secondary education" and "Dentist" under the section "Professional or graduate degree." Let's click on each of those careers and read the **What They Do** page. [Click on the link for **Dental Hygienist** and read the paragraph at the top of the **What They Do** page aloud. Click the **back arrow** to return to the list of careers and click on the link for **Dentist**. Read the top of the **What they Do** page aloud.]

- How are these jobs similar? (*Both help people care for their teeth.*)
- How are they different? (*Dental hygienists handle routine dental care, like teeth cleaning and X-rays. Dentists diagnose dental problems, fill cavities, repair broken teeth, and treat gum disease.*)

[Refer to **A person in this career** section as needed.]

6. Tell students that now they will find out how much money each makes.

Instruct students to click on **Dental Hygienist**, then **Money and Outlook**. They should scroll down the page to the chart that looks similar to the one on their handbook page.

- Now show the students that the chart is set to reflect the wages in various regions of Iowa.
 - Explain the vocabulary words: **annual**, **occupation**, **entry level wage**, **average wage**, **experienced wage**.
 - Help students transfer the information from the IHaveAPlanIowa.gov chart to the student handbook page. Ask students to compare the annual wages at each level. They should note that the more experience you have, the more money you typically make.
7. Ask students to predict what the earnings will be for the Dentist, an occupation that requires a four-year college degree plus additional years for dental school. Have them return to the Health Science career cluster and select **Dentist**.
 - As in the previous example, students should click on **Money and Outlook**. Have students fill in the wage information on the student handbook chart, again noting that earnings increase with experience.
 - Now have them compare the annual earnings of a Dental Hygienist and a Dentist. Does the general rule, “more education, more money,” hold true?
 8. Now students are ready to do their own research. For research item No. 1, they should select a career cluster, find one job that requires a high school diploma or 2 years of training and one that requires a bachelor’s degree, and complete the wage information for each. If students are having a difficult time locating earnings information for the careers they’ve chosen, they may select from the pairs found on **Student Handbook page 45, Same Interests, Different Careers**. Alternatively, they can investigate career information for a nearby state.

If students have time, they should choose a different career cluster and complete item No.2.

9. When all students have researched at least one career pair, reconvene the class.

III. Earnings and Unemployment (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've had a chance to look at the earnings for similar careers, let's look at the average earnings for all careers, grouped by education.

[Refer students to **Student Handbook page 48, Earnings and Unemployment.**]

2. Let's see what we can learn from these charts. Let's start with the chart on the right. This chart shows average weekly earnings – the amount of money people make each week.
- Which bar is the shortest? In other words, who makes the *lowest* weekly earnings? (*People who drop out of high school*)
 - How much do they make each week? (\$428) If you are saying to yourself, “Woo-hoo, I can drop out of high school and make \$428 a week,” hold that thought. In later lessons, we'll talk about what expenses you'll have as an adult, and see how far you can make your money go.
 - Now take a look at the middle of the graph – the earnings for people with a four-year college degree – a bachelor's degree. How much do they make each week? (\$987)
 - Who makes the most money? (*People who have even more education*)
 - What happens to people who graduate from high school but don't finish college? (*They make somewhere between \$604 and \$987 a week*)
3. Now let's take a look at the graph on the left.
- What is being measured? (*Unemployment*)
 - Who has the longest bar here, or the highest rate of unemployment? (*High school dropout*)
 - What percentage of high school dropouts were out of work, or unemployed, in 2000? (*7.1%, or about 7 out of every 100 people*)
 - How does this compare with a four year college degree – a bachelor's degree? (*College grads have about 2% unemployment*)
 - What does graduating from college do to your chances of finding work? (*Your chances get better*)
4. Let's summarize the information contained in the graph by completing the first two sentences below.
- The more education you have, the more _____ . [money you make]

- The more education you have, the less likely it is that you will _____
_____. [be unemployed]
5. OK, that's the big picture. You now know more about the relationship between education, earnings, and unemployment than most adults did when they were your age.

IV. Wrap Up: School Rules! (5 minutes)

1. How many of you found that the careers you researched supported the Department of Labor graph – that the more education you have, the more money you make? What was an example?

What are some examples of occupations where “more education, more money” isn't true? [Point out that many of these occupations are skilled trades like construction, plumbing, and electrical work. Explain that even though these high-paying jobs may not require a college education, they typically require some kind of additional training or apprenticeship. Have students complete the last sentence on **Student Handbook page 48, Earnings and Unemployment**]:

- Some careers in construction or the skilled trades require on-the-job training rather than additional education. Name some of these careers:

2. Did everyone sign the career fair sign-up sheet? If not, please do before you leave, because next week I'll be assigning each of you a career to investigate for the fair.

EXTENSION ACTIVITY

Encourage students in their free time to continue to use IHaveAPlanIowa.gov to look at the education paths for careers that interest them. They might also talk to parents or other adults about how their career choices were influenced by their education path.

Same Interests, Different Education

Career Cluster	Less Education High School or Community College (H or C)	More Education Community College or Univer- sity (C or U)
AGRICULTURE, FOOD & NATURAL RESOURCES	Horse Trainer	Veterinarian
ARCHITECTURE & CONSTRUCTION	Drywaller	Architect
ARTS, A/V TECHNOLOGY & COMMUNICATIONS	Recording Engineer	Film Editor
EDUCATION & TRAINING	Teacher Assistant	Career Counselor
FINANCE	Bookkeeper	Bank Manager
GOVERNMENT & PUBLIC ADMINISTRATION	Building Inspector	Federal Agent
HEALTH SCIENCE	Paramedic	Nurse
HOSPITALITY & TOURISM	Lifeguard	Recreation Director
HUMAN SERVICES	Massage Therapist	Social Worker
INFORMATION TECHNOLOGY	Electronics Repairer	Electrical Engineer
LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY	Corrections Officer	Lawyer
MANAGEMENT & ADMINISTRATION	Administrative Assistant	Auditor
MANUFACTURING	Machinist	Manufacturing Manager
MARKETING	Fashion Retailer	Marketing Specialist
SCIENCE, TECHNOLOGY, ENGINEERING & MATH	Mechanical Engineering Tech	Mechanical Engineer
TRANSPORTATION, DISTRIBUTION & LOGISTICS	Airport Ground Crew	Pilot

How Much Money?

You can use IHaveAPlanlowa.gov to compare the earnings for different careers in your state. (If no earnings are given for your state, check the earnings for a nearby state.)

1. Sign into IHaveAPlanlowa.gov at www.IHaveAPlanlowa.gov.
2. Click the **Career Planning** tab at the top of the page.
3. Click **Explore Careers**.
4. Under **Browse Career Clusters** click on the cluster that interests you most.
5. Click on the career you want to research.
6. Click on the **Money and Outlook** button on the left.
7. For some careers, the Entry Level Wage or the Experiences wage is marked N/A which means “not available”. In other words, the wage information is not available. If your career has N/A listed for Entry Level or Experienced wages, you should write that in your earnings chart.

SAMPLE

Your State _____

Career Cluster _____

LESS EDUCATION

Occupation		
Level of Experience	Hourly	Annual
Entry Level Wage		
Average Wage		
Experienced Wage		

MORE EDUCATION

Occupation		
Level of Experience	Hourly	Annual
Entry Level Wage		
Average Wage		
Experienced Wage		

How Much Money? (continued)

RESEARCH #1

Your State _____

Career Cluster _____

LESS EDUCATION

Occupation		
Level of Experience	Hourly	Annual
Entry Level Wage		
Average Wage		
Experienced Wage		

MORE EDUCATION

Occupation		
Level of Experience	Hourly	Annual
Entry Level Wage		
Average Wage		
Experienced Wage		

RESEARCH #2

Your State _____

Career Cluster _____

LESS EDUCATION

Occupation		
Level of Experience	Hourly	Annual
Entry Level Wage		
Average Wage		
Experienced Wage		

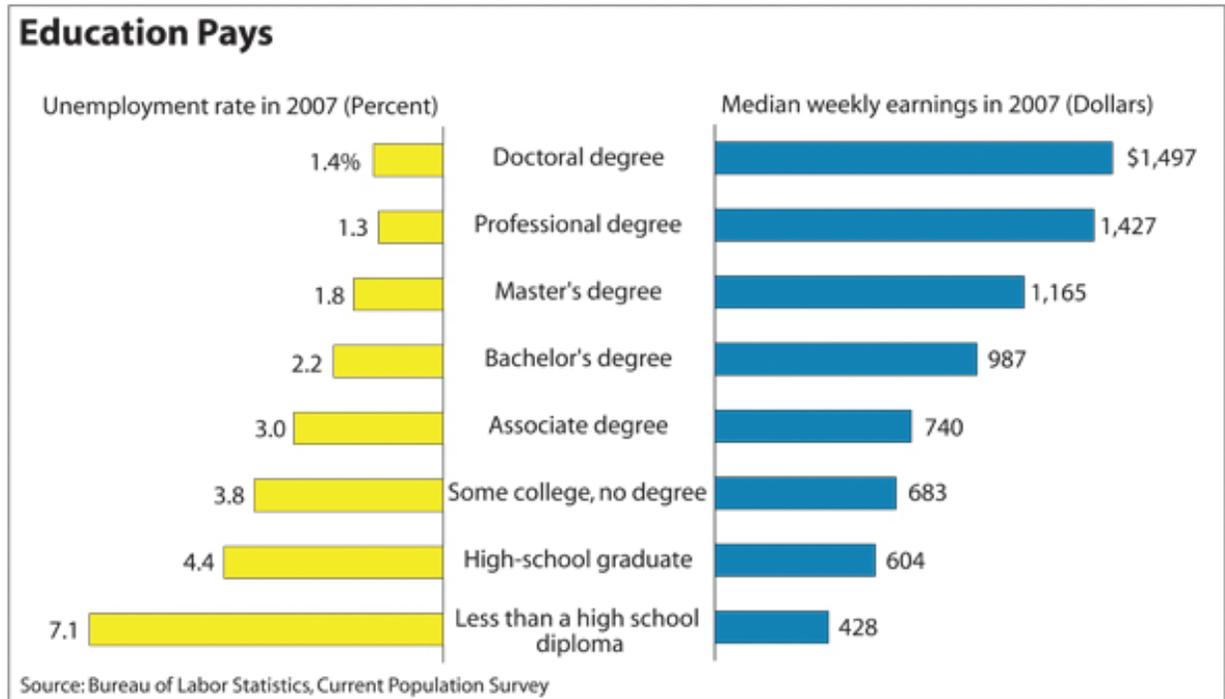
MORE EDUCATION

Occupation		
Level of Experience	Hourly	Annual
Entry Level Wage		
Average Wage		
Experienced Wage		



RESEARCH LIKE A PRO: When you compare earnings, you have to compare similar things. For example, compare the earnings for a veterinarian in a small town with the earnings for a plumber in a small town.

Earnings & Unemployment



Source: /www.bls.gov/emp/emptab7.htm

Data are 2007 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers. Note: The earnings on this graph represent national averages. Actual earnings in your state may be higher or lower.

The more education you have, the more _____.

The more education you have, the less likely it is that you will _____.

Some careers in construction or the skilled trades require on-the-job training rather than additional education. Name some of these careers: _____

Career Fair: Career Research 1

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

Approx. 45 minutes

- I. Warm Up: Career Fair Announcement and Expectations (10 minutes)
- II. IHaveAPlanlowa.gov Review (10–15 minutes)
- III. Career Research (15–20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook pages 49 and 50, Career Research
- Student Handbook page 51, What They Do: Lawyer
- Student Handbook page 52, What To Learn: Lawyer

FACILITATOR PAGES:

- Facilitator Resource 1, Monthly Calendar
- Facilitator Resource 2, Highlighted What They Do: Lawyer
- Facilitator Resource 3, Highlighted What To Learn: Lawyer

LCD projector

Laptop

Overhead projector

Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use IHaveAPlanlowa.gov to find career information, including the job description (**What They Do**), earnings (**Money and Outlook**), and education (**What to Learn**).
- Summarize career information.

OVERVIEW

This lesson launches preparations for a career fair to be held approximately six weeks from now. In the next three lessons (weeks one to three), each student will research a career they've identified as being of interest, creating materials to share their research with others. In week four, they'll prepare their presentation boards. In week five, they'll learn more about the art of listening and asking good questions. In week six, they'll hone their skills as presenters. Following the career fair, the final lesson allows them to reflect on the experience and share what they learned.

To begin this lesson, you'll describe the career fair and set expectations regarding students' finished projects. Then students will use IHaveAPlanlowa.gov to begin researching their own assigned careers. (This lesson presumes previous experience with the career profile feature of the IHaveAPlanlowa.gov website.)

PREPARATION

- Discuss career fair possibilities with your administration and cooperating teachers.
- Assign each student a career to investigate based on what they signed up for last week, and keep a master list to help you organize the career fair day. Ideally, each student in the class will research a different career, so decide how you want to handle duplicate requests. In case of duplication, you may wish to let students consult their **Portfolio page 9, Interest Profiler Results**, to select an alternate career.
- Create a sample career display and pamphlet, or use examples from previous years, to show students what they're aiming for.

Career Fair Display (sample format)

Best and Worst Day	Career Pamphlet page 1	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 0 auto;">Career Images</div>
	Career Pamphlet page 2	<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: 0 auto;">Career Images</div> <p style="text-align: center;">Personal Reflection</p>

- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website is accessible from students' computers.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 49 and 50, Career Research**
 - **Student Handbook page 51, What They Do: Lawyer**
 - **Student Handbook page 52, What to Learn: Lawyer**
 - **Facilitator Resource 1, Monthly Calendar**
- Familiarize yourself with the career profile feature of the IHaveAPlanlowa.gov website.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address www.IHaveAPlanlowa.gov on the board.

BACKGROUND INFORMATION

CAREER FAIR INFO

This lesson is the first of a seven-lesson career fair unit. (See below for a week-by-week schedule.) During the first six lessons, students prepare for a 7th grade career fair to be held in a location, place, and time where career displays can be visited by all participating 7th graders. During the fair, students will take turns presenting their career research and gathering information about new careers. If it's not possible for the entire grade to participate, you could implement the career fair with smaller groups, such as half the 7th grade, two classes, or even within a single class where scheduling won't permit more. The aim is to create an event that's celebratory and allows students to show off their knowledge.

During this week's lesson, students will begin their research on IHaveAPlanlowa.gov. Over the course of three weeks, each student will be responsible for creating a career display and pamphlets as follows:

- **Career Information** (organized using the career pamphlet as a display item, which is also duplicated for use as take-aways for students interested in a career)
- **Personal Reflection**
- **Career Images**
- **Best and Worst Day** (optional)

Over the next three weeks, students will prepare the following materials for their career fair display:

WEEK 1. **What They Do, Money and Outlook, and What to Learn** research

WEEK 2. **Ask the Experts Likes and Dislikes** research

Fill out **Career Pamphlet**

WEEK 3. Complete **Career Pamphlet**

Complete **Best and Worst Days**

Complete **Personal Reflection**

WEEK 4. Assemble materials

WEEK 5. Discuss effective strategies for listening and asking questions

WEEK 6. Discuss effective speaking strategies, practice oral presentations

CAREER FAIR

WEEK 7. Evaluate participation and reflect on what they learned

IHAVEAPLANIOWA.GOV INFO

IHaveAPlanIowa.gov (www.IHaveAPlanIowa.gov) is searchable by career. Just click on the **Career Planning** tab and then click on the **Explore Careers** section. Type the name of the occupation you're looking for into the **Search for** box.

Each occupation profile includes the following:

- **What They Do**
- **Is This For You?**
- **Skills You Need**
- **What To Learn** (including suggested high school courses and links to college programs)
- **Money and Outlook** (including wages and employment outlook searchable by state)
- **Connections** (links to related websites)
- **Military** (Only available on some career profiles)
- **Interviews** (Only available on some career profiles)
- **Real Life Activities** (Only available on some career profiles).

Some careers also include video clips describing the career. To view the video clips, you need:

- A Pentium or PowerPC-based computer or higher and 16 MB of RAM.
- Either Windows Media Player or QuickTime 4.0 or higher.

Note: Students can save interesting careers to their portfolios or print a copy to take home.

IMPLEMENTATION OPTIONS

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

For the most part, IHaveAPlanlowa.gov 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 special ed classes, you may wish to substitute career information found at www.bls.gov/k12 rather than use career profiles on IHaveAPlanlowa.gov. Students will still need help with the material on this website, written at an eighth-grade reading level. Use the A-Z index to search for careers. Note that only a limited number of careers are available.

It may help to print out IHaveAPlanlowa.gov resources so students can mark up the pages.

If your class finishes quickly, it's appropriate to move on to next week's lesson, as students will only have three more in-class opportunities to create the materials required for the career fair.

In **Activity II**, you may find that walking students through the process of identifying job description details and education needed is too much for one lesson. If so, skip **Student Handbook page 51, What They Do: Lawyer** and focus on **Student Handbook page 52, What To Learn: Lawyer**.

You may want to talk to your students' English teacher to see how much modeling is needed to illustrate summarizing a passage's main idea and supporting details.

Feel free to allow students who struggle with reading and writing to present their career in an alternative way. One example could be creating a slideshow set to music.

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ACTIVITY STEPS

I. Warm Up: Career Fair Announcement and Expectations (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. By now, you probably realize that there are hundreds of careers to choose from – including many that you may never have heard of before. If you started today and researched one career a week...well, you'd graduate from high school without investigating them all. But imagine how many careers you could learn about if everyone in the 7th grade researched a career and shared what they learned. That's why we're having a career fair just ___ weeks from ___!

Your assignment for the career fair is to become an expert in one career. You will design a display that describes your career, as well as a pamphlet that interested students can take with them.

[Show students a sample career display and pamphlet.]

2. If this seems like a lot to research and prepare, don't worry. We're going to break down the work into manageable weekly tasks. Here's a look at what we'll be doing each week to prepare for the career fair.

[Show the overhead transparencies of **Facilitator Resource 1, Monthly Calendar** (2 copies) and show students the date of the career fair and what you'll be doing each week to prepare. Middle-school students struggle with long-term planning, and it's helpful for you to map things out so they have an idea of the time frame.]

3. How much effort you put into your "performance" will be entirely up to you. You can bring in props, dress like someone who would have this career, do whatever it takes to give 7th graders from other classes a clear idea of what someone who has this career does for a living.

All displays will be set up in the _____. Not only will you have a chance to present information about your own career, but you will also have a chance to listen to the presentations about other careers. You should be prepared to talk to a small group of students at a time – say, 3 to 5 people, and answer any questions they might have about your career.

We will spend the next three weeks researching and preparing materials. The week after that, we'll create presentation boards. During the fifth week, we'll create a list of questions to ask presenters. During the sixth and final week, we'll prepare and practice our oral presentations.

Are you ready to get started?

4. I've assigned each of you a different career based on the preferences you listed last week. If you didn't get one of your top choices, it means many people were interested in the same careers as you were. [Distribute assignments to students, and provide an opportunity for unassigned students to make an alternate choice from their **Portfolio page 9, Interest Profiler Results.**]

II. IHaveAPlanlowa.gov Review (10 - 15 minutes)

1. Ask students to turn to **Student Handbook pages 49 and 50, Career Research.**
2. **SAY SOMETHING LIKE:** This is the form you'll use to take notes about your career. You are encouraged to include as many details as possible, so feel free to use a separate piece of paper if you need more space. Use the same headings – **What They Do, What To Learn, Money and Outlook**, and so on, to help you stay organized.

Today, we're going to focus on three sections of the **Career Research** page: **What They Do, What To Learn, and Money and Outlook.** We'll research information for the other sections next week.

At the top of the page, write the name of your career. On the second line, write the name of the website you use. For today, we'll all be searching in the same place – IHaveAPlanlowa.gov.

3. Write www.IHaveAPlanlowa.gov on the board and assist the students with logging on.
4. **SAY SOMETHING LIKE:** Together, let's review where to research information about your career's job description, which we'll call **What They Do**, education which we'll call **What to Learn**, and earnings which we'll call **Money and Outlook.** [Illustrate each step using your laptop and LCD projector.] Once you've logged on, click on the **Career Planning** tab. Then click on the **Explore Careers** section and type the career into the **Search For** box. For practice, let's type in "lawyer." Now click on **lawyer** in the list of careers that appear. There are several types of lawyers on this list. We want the one

that's just called "Lawyer".

Now, let's look for the information we need about this career:

- **What They Do:** This is the first page that comes up. As you know from using this site before, this section gives a good overview of the job, what it involves, and where people with this career usually work. As you complete this section in your portfolio page, remember that you are summarizing the information in your own words.

Let's practice one example together.

[Place a copy of the **Student Handbook page 51, What They Do: Lawyer** on an overhead projector. Pass out a highlighter to each student.]

Turn to **Student Handbook page 51, What They Do: Lawyer**. After reading the "Just the Facts" section and the bulleted statements in the "A person in this career" section, we are going to stop and discuss the most important facts. 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. After reading over these two sections, we'll have an overview of what a career is about.

[Have a different volunteer read each bulleted item. Stop as needed, and illustrate how to underline key information, using **Facilitator Resource 2, Highlighted What They Do: Lawyer** as your guide.]

If you need to return to the **What They Do** page, just click the blue tab in the left-hand menu.

- **Money and Outlook:** To find information about the career's earnings, just click the blue tab labeled **Money and Outlook**. You'll find some great information here. You can find the Average Annual Wage and Average Hourly Wage for the career at the top of the page. Who knows what an Average Annual Wage is? (This combines the wages for the beginning, middle, and experienced levels of the career.) You can also view the annual earnings by regions in our state by looking at the Iowa Regional Earnings section in the middle of the page. Next to each region, you'll notice that the "Average", "Entry Level" and "Experienced" earnings appear. When you're researching your career, you may want to write down the wage information as a range, from lowest to highest. For some careers, a range may not

appear. Then you should just write down the average annual wage. [Demonstrate how to do this on the **Career Research** sheet.]

- **What to Learn:** As you'll see on the Career Research portfolio page, you are asked to check the education needed for this career. Who remembers where we found this information last week? (Searching by career clusters allows you to sort careers by educational level.)

You can find more details by clicking the blue **What to Learn** tab. Please click it now.

You'll find this information in the third section of this page, "Education Level". Some careers have more than one education path – you might learn to be an electrician by going to a trade school or by working as an apprentice, where you get on-the-job training. Be sure to read all the information so you know what your options are.

[Have students turn to **Student Handbook page 52, What to Learn: Lawyer** and follow the same procedure they did for the **What They Do** section, above, using **Facilitator Resource 3, Highlighted What To Learn: Lawyer** as your guide.]

5. These are the three sections you'll be researching today. [Answer any questions and instruct students to begin their research.]

III. Career Research (15 – 20 minutes)

1. Allow students to spend the remainder of the period researching on their own, while you circulate to answer questions, troubleshoot, and keep them on task.

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Next week, you'll continue your career research. You'll learn how people who are working in a career can help you decide if it's right for you.
2. You all did a great job today. I hope you're looking forward to learning even more about your career next week!

Highlighted What They Do: Lawyer From IHaveAPlanIowa.gov

A lawyer conducts criminal and civil lawsuits, prepares legal documents, advises clients on legal rights, and practices other phases of law. May represent clients in court or before administrative agencies of government. May specialize in a single area of law, such as constitutional law, corporate law, or criminal law.

A person in this career:

- * Advises clients about business transactions, claim liability, advisability of lawsuits, and legal rights and obligations.
- * Presents cases in court and summarizes cases to a judge or jury.
- * Develops strategies and arguments in the preparation of a case.
- * Interviews clients and witnesses to get facts and gather evidence for defense or legal action.
- * Interprets laws, rulings, and regulations for individuals and businesses.
- * Acts as agent, trustee, guardian, or executor for businesses or individuals.
- * Prepares and drafts legal documents, such as wills, deeds, patent applications, mortgages, leases, and contracts.
- * Selects jurors, argues motions, meets with judges and questions witnesses during the course of a trial.
- * Studies the Constitution and existing laws, decisions, and ordinances.
- * Supervises legal assistants.

SOURCE: www.IHaveAPlanIowa.gov

Highlighted What To Learn: Lawyer From IHaveAPlanIowa.gov

Education Level

Becoming a lawyer usually takes 7 years of full-time study after high school - 4 years of undergraduate study, followed by 3 years of law school. Law school applicants must have a bachelor's degree to qualify for admission.

To meet the needs of students who can attend only part time, a number of law schools have night or part-time divisions. To practice law in the courts of any State or other jurisdiction, a person must be licensed, or admitted to its bar, under rules established by the jurisdiction's highest court.

All States require that applicants for admission to the bar pass a written bar examination; most States also require applicants to pass a separate written ethics examination. Lawyers who have been admitted to the bar in one State occasionally may be admitted to the bar in another without taking another examination if they meet the latter jurisdiction's standards of good moral character and a specified period of legal experience. In most cases, however, lawyers must pass the bar examination in each State in which they plan to practice. Federal courts and agencies set their own qualifications for those practicing before or in them. To qualify for the bar examination in most States, an applicant must earn a college degree and graduate from a law school accredited by the American Bar Association (ABA) or the proper State authorities.

SOURCE: www.IHaveAPlanIowa.gov

Career Research

My Career: _____

Website: _____



What They Do:

Summarize this career in one or two sentences. _____

List some of the things this person has to do on the job.

- _____

- _____

- _____



Money and Outlook

Use the “entry level” and “experienced” figures for your state to show the salary range. If “entry level” and “experienced” figures don’t appear, list the “average” salary, instead.

Annual salary: from \$_____ to \$_____ a year



What To Learn

Check the boxes that best describe the education needed for this career.

- High school
- Apprenticeship (paid to learn on the job)
- Tech or trade school (cooking or car repair, for example)
- 2-year community college (Associate's Degree)
- 4-year college (Bachelor's Degree)
- More than 4 years of college

Details:

Ask the Experts! Likes and Dislikes

(found on the **Interview** tab)

One of the best ways to learn about a career is to learn what the experts have to say about it. Write down at least two things that the experts like and two things that the experts dislike about the career you chose based on the interview you read.

Likes:

1. _____
2. _____

Dislikes:

1. _____
2. _____

What They Do: Lawyer From IHaveAPlanIowa.gov

A lawyer conducts criminal and civil lawsuits, prepares legal documents, advises clients on legal rights, and practices other phases of law. A lawyer may represent clients in court or before administrative agencies of government. Some lawyers may specialize in a single area of law, such as constitutional law, corporate law, or criminal law.

A person in this career:

- * Advises clients about business transactions, claim liability, advisability of lawsuits, and legal rights and obligations.
- * Presents cases in court and summarizes cases to a judge or jury.
- * Develops strategies and arguments in the preparation of a case.
- * Interviews clients and witnesses to get facts and gather evidence for defense or legal action.
- * Interprets laws, rulings, and regulations for individuals and businesses.
- * Acts as agent, trustee, guardian, or executor for businesses or individuals.
- * Prepares and drafts legal documents, such as wills, deeds, patent applications, mortgages, leases, and contracts.
- * Selects jurors, argues motions, meets with judges and questions witnesses during the course of a trial.
- * Studies the Constitution and existing laws, decisions, and ordinances.
- * Supervises legal assistants.

SOURCE: www.IHaveAPlanIowa.gov

What To Learn: Lawyer From IHaveAPlanIowa.gov

Education Level

Becoming a lawyer usually takes 7 years of full-time study after high school - 4 years of undergraduate study, followed by 3 years of law school. Law school applicants must have a bachelor's degree to qualify for admission.

To meet the needs of students who can attend only part time, a number of law schools have night or part-time divisions. To practice law in the courts of any State or other jurisdiction, a person must be licensed, or admitted to its bar, under rules established by the jurisdiction's highest court.

All States require that applicants for admission to the bar pass a written bar examination; most States also require applicants to pass a separate written ethics examination. Lawyers who have been admitted to the bar in one State occasionally may be admitted to the bar in another without taking another examination if they meet the latter jurisdiction's standards of good moral character and a specified period of legal experience. In most cases, however, lawyers must pass the bar examination in each State in which they plan to practice. Federal courts and agencies set their own qualifications for those practicing before or in them. To qualify for the bar examination in most States, an applicant must earn a college degree and graduate from a law school accredited by the American Bar Association (ABA) or the proper State authorities.

Career Fair: Career Research 2

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Career Pamphlet Overview (5 minutes)
 - II. Ask the Experts! (10 minutes)
 - III. Research Likes and Dislikes (15 minutes)
 - IV. Complete Your Career Pamphlet (10 minutes)
 - V. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 10 and 11, Career Pamphlet (**NOTE:** Page numbers are not listed on these pages as they will be used on the career fair display board)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 49 and 50, Career Research (students completed the first part in last week’s lesson)
 - Student Handbook pages 53 and 53A, Interview with an Automobile Mechanic
 - Student Handbook page 53B, Ask The Experts! Interview
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Highlighted Interview with an Automobile Mechanic
- Extra copies of Career Pamphlets and Career Research pages (for students who want to recopy their work)
- LCD projector
- Laptop
- Overhead projector
- Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Consider what experts in the field like and dislike about their careers.
- Use a template to summarize career information in pamphlet form.

OVERVIEW

Students will continue to research their assigned careers using the IHaveAPlanlowa.gov website. Last week, students researched the career's general job description (**What They Do**), required education (**What To Learn**), and typical earnings (**Money and Outlook**). This week, they'll research experts' opinions about their careers using the IHaveAPlanlowa.gov **Interviews** feature. Finally, students will find images representing their career, or draw their own pictures, to include in their career fair displays.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website 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, www.IHaveAPlanlowa.gov on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 49 and 50, Career Research** (students completed the first part in last week's lesson)
 - **Student Handbook page 53, Student Handbook pages 53, 53A, and 53B, Interview with an Automobile Mechanic**
 - **Portfolio pages 10 and 11, Career Pamphlet**
- Consider how your students will access and print career images.

Note: Completed two-sided career pamphlets will need to be duplicated prior to the career fair.

IMPLEMENTATION OPTIONS

See **Careers Lesson 1** for background information on computers and modifications for non-computer lessons.

See **Careers Lesson 4** for suggestions on adaptations for lower-level learners.

Facilitators may wish to make copies of student pamphlets to take home and share with parents. If students did not complete their research in lesson 4, give them time to do so in this class.

Students who finish their research early can begin reading all other tabs in the IHaveAPlanlowa.gov profile for their career.

If the entire class finishes quickly, it's appropriate to move on to next week's lesson, as students will only have one more in-class opportunity to complete the research required for the career fair.

You may want to seat students who were absent near each other in the computer lab, in order to help these students catch up from last week's lesson.

If the IHaveAPlanlowa.gov career profile for a student's selected career does not include an **interviews** section, the student should look for an interview at www.nextsteps.org. After accessing the Next Steps website, the student should click on the blue **Career Profile** tab on the left side of the page. Then the student should search for their career title in the alphabetical list that appears and click on the name of their career. An interview with an expert in that career area will appear.

If the selected career does not appear on Next Steps AND there is no interview in the IHaveAPlanlowa.gov career profile, the student(s) should look for a related career to explore in IHaveAPlanlowa.gov. For example, the IHaveAPlanlowa.gov 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 IHaveAPlanlowa.gov 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.

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ACTIVITY STEPS

I. Warm Up: Career Pamphlet Overview (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Last week you used the IHaveAPlanlowa.gov website to begin researching a career for the career fair. You investigated the job description, typical earnings, and required education. This week, you're going to continue your research on IHaveAPlanlowa.gov, focusing on what people working in your field have to say about your assigned career. You'll also have time to complete any research from last week. Once you've completed the research, you'll compile and summarize your research into a "career pamphlet."
2. Before we start our research on IHaveAPlanlowa.gov, let's take a minute to talk about the career pamphlet. [Show a sample pamphlet.] Remember, this pamphlet will be part of your career fair display. I'll also make copies to share with other students who are interested in your career.
3. [Direct students to **Portfolio pages 10 and 11, Career Pamphlet**. Point out that the sections are nearly the same as in their **Career Research Student Handbook** pages, but that it folds up like a pamphlet. Model how to fold it. Note that the "Likes and Dislikes" section will be completed this week.]
4. Once you've completed your research today, I'd like you to transfer what you recorded in your **Career Research** pages onto your pamphlet. Two important things to remember:
 - You should NOT be copying the words from the IHaveAPlanlowa.gov website. Instead, you should be summarizing this information into your own words.
 - Please use your best handwriting when you fill in the career pamphlet.

II. Ask the Experts! (10 minutes)

In this activity, students will be introduced to the **Interviews** function of IHaveAPlanlowa.gov, and learn how to read an interview to find interviewees' likes and dislikes about their jobs. www.nextsteps.org will be given as an alternate source of interviews. **Student Handbook page 53B, Ask the Experts! Interview** is a homework assignment for those students able to interview someone they know.

1. **SAY SOMETHING LIKE:** Most people like some parts of their jobs better than other parts. One of the best ways to figure out what a job is really like is to talk to the people who do it about their likes and dislikes. How many know someone who has the

job they're researching? If you know someone in the career that you are researching, you can talk to him or her about what he or she like and dislikes about their job. If you don't know anyone who works in the career that you are researching, that's OK! You can also read to find out how people feel about the work they do.

2. Why do you think it's important to talk to the people or read an interview with the people who actually work in a job? [Discuss how learning about the experiences, and likes and dislikes, is one of the best ways to figure out what a job is really like.]

III. Research Likes and Dislikes (15 minutes)

1. Ask students to turn to **Student Handbook pages 49 and 50, Career Research**. Point out the "Likes and Dislikes".
2. **SAY SOMETHING LIKE:** This is the form you used last week to record information about your career's job description, required education, and earnings. Next week, you're going to complete your career pamphlets and look for pictures or images about your career to post on your career display.
3. [Write www.IHaveAPlanIowa.gov on the board and assist the students in signing in. Using your laptop and LCD projector, model how to sign in by entering your Account ID and password. Then enter your Account ID and Password.]
4. Last week, we looked at the **career profile** for a lawyer. Today, let's look at the profile for "Automobile Mechanic" (or another career that would interest your students).
5. [Model how to click on the **Career Planning** tab and then on the **Explore Careers** section. Next, type "Automobile Mechanic" in the **Search for** box and click **Go!** Click on the link for "Automobile Mechanic" and then click on the **Interviews** tab on the left side of the screen. Explain to the students that not every career has an interview, but that you will be showing them another website that they can go to for interviews in a few minutes.]
6. All the information we need to complete our Career Research Form in under this **Interviews** tab.

[Place a copy of the **Student Handbook pages 53 and 53A, Interviews with an Auto Mechanic** on an overhead projector. Pass out a highlighter to each student.]

Turn to **Student Handbook pages 53 and 53A, Interview with an Auto Mechanic**. This article features interviews with several auto mechanics. Our first step is to figure out who's talking. Let's underline their names to make it easier to sort out their opinions.

Now, let's identify key words that signal when the speakers are talking about their likes and dislikes. For example, "like," "enjoy," "feels good," "look forward to," or "dislike." [Note: "like" appears at the top of page 53A in a different context.] Raise your hand when you spot one of these key words, and I'll circle it on the overhead. Now we know where to find the most important info about likes and dislikes.

[Have a different volunteer read each paragraph. Make sure to stop after each paragraph and model how to highlight information about likes and dislikes. Use **Facilitator Resource 1, Highlighted Interview with an Automobile Mechanic** as a guide.

Model completing **Student Handbook page 53B, Ask the Experts! Interview** questions 2 and 3 using the information that you just learned from the article.]

7. **SAY SOMETHING LIKE:** Earlier in the lesson I asked how many of you know someone in your career. Could those of you who know someone who works in this career raise your hands again? I would like to give you an optional activity that you can complete as homework. Don't worry – this assignment will be fun! If you know someone in this career, I'd like you to ask them if you can have 10 minutes of their time to conduct an interview. Use **Student Handbook page 53B, Ask the Experts! Interview** to help you in conducting your interview.

You'll write your name, the interviewee's name, their career, and the date of the interview. Then ask them each of the questions on this page and write down their answers. This will give you a true inside perspective on the career. Here's how to get started.

1. If you've decided to interview the person face-to-face, make sure your parents know where you're going, and agree that it's safe.
2. Figure out how you're going to approach the person – by phone or e-mail.
3. Call or write. If they don't know you well, introduce yourself, "This is Jennifer Smith. I'm a patient of Dr. Leff's." Explain the assignment. "My 7th grade class is studying careers, and I'm researching how to become a doctor. I was wondering if you could spare 10 minutes to answer some questions about your career."

4. Schedule a good time to talk.
5. When the interview is finished, say thanks. (Following up with a written thank-you note is even better.)
8. **SAY SOMETHING LIKE:** The interview with someone you know is an optional or “bonus” activity. Today, you’ll be using the information on IHaveAPlanlowa.gov to complete **Student Handbook pages 49 and 50, Career Research.**
9. For most of your careers, you will be able to find an interview in the IHaveAPlanlowa.gov **career profile**. For some careers, however, you will not find an interview section in the **career profile** in IHaveAPlanlowa.gov. If you don’t see an Interviews tab, you will need to do some detective work! You should first go to an alternate website - www.nextsteps.org. Once you reach that website you can click on the blue **career profiles** button on the left side of the page. Next, scroll through the alphabetical list of careers until you find the career that you are interested in. Click on the name of the career and read the interview.

If you have looked on the IHaveAPlanlowa.gov website and the Next Steps website and you still can’t find an interview for your career, you will need to choose a related career. You can find a list of related careers on the **What They Do** page of the IHaveAPlanlowa.gov website. Either choose a career in the **Related Careers** box or click on the name of the career cluster or career pathway to see a longer list of related careers.

10. [Answer any questions and ask students to begin their research.]

IV. Complete Your Career Pamphlet (10 minutes)

1. Remind students that once they are finished with their research, they should begin working on their career pamphlet, as you discussed in the beginning of the class.
2. Remind students that they should NOT be copying the words from the IHaveAPlanlowa.gov website. Instead, they should summarize the information in their own words. Ask the students to use their best handwriting when they fill in the career pamphlet because it will be a part of their final presentation boards.
3. Circulate around the classroom to answer any questions they may have.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Who was surprised by what they learned about the things that the experts liked or disliked about their careers? [Have one or two students share what they learned.]

Did learning about what the experts like and dislike about their career change how you felt about it?

2. Next week, you're going to complete your career pamphlets and consider whether or not your assigned career would be a good fit for you.

HIGHLIGHTED INTERVIEW WITH AN AUTOMOBILE MECHANIC

If you're thinking that a career as an automotive technician will allow you to hide under the hood of a car, think again! You have to be mechanically inclined, but you must also be highly intelligent and possess excellent people skills -- not necessarily in that order.

"This whole job is about people," says Doug Payette, an auto technician and service manager for a large automotive service chain. "You have to talk to people, explain what's wrong with their cars in language they can understand, and calm down irate customers. You have to have good communication skills."

Dealing with people is what Payette likes best about his job. "People rely so much on their cars that, when something goes wrong, it can be very stressful. So, occasionally you have to deal with angry customers. I look forward to the challenge in that. If I can get that angry guy calmed down before he leaves the shop, and know he'll come back again - that feels good."

Of course, not every customer is irate. Most are friendly and appreciative. "When you fix things, you feel good about fixing it. You get a lot of positive feedback from the customers because of the one-on-one contact. That's where the rewards come in."

Others agree. Susie Chivers is an automotive technician for a repair and service shop.

Her four-man -- make that a "four-person" shop -- can see 30, 40 and even 50 cars a week, with jobs ranging from oil changes to engine work. "Every day is a little different," she says. "I love it."

Chivers explains that this is a career where you get to see results, and that's part of the fun for her.

She says that the ability to fix things was not something with which she was born. "I think that anybody who has the desire to learn can do it. Book-smart is one thing, but hands-on is more important," she says.

Doug Payette has been working for the same company for over 20 years. He started working there after school, unloading tires in a huge warehouse before becoming an apprentice. Eventually he worked his way into management. His experiences starting out at the bottom help Payette to keep everything in perspective when it comes to his own employees.

“It’s like any job. It doesn’t matter how good a job you’re doing if someone doesn’t acknowledge it. I have 10 licensed technicians, seven apprentice technicians, six service advisors and three guys hoping to get apprenticeships working for me. It’s important to keep them happy.”

Happy? Beno Rubin is definitely happy. He’s an automotive service tech instructor.

“I love cars, and working with the right people does make this job much easier. The people in my dealership, from the owner down to us techs, are good people. That means a lot,” says Rubin.

The most difficult part of his job is also the most rewarding. “The hardest part of my job is working on a problem that is new to me,” he says. “I see it as a learning opportunity. The best time I have with this job is when I take a car in with a problem, diagnose and repair it correctly, and then present the car back to the customer. When the customer has questions about it, I can confidently answer the question and make the customer happy.”

This is an occupation that requires some smarts. “The more intelligent the person, the better they comprehend diagnostic techniques in fuel injection,” says Payette.

“It’s not just about turning wrenches,” Rubin adds. “Diagnostic skills are very important. The cars I work on now can have as many as eight different computers in them. Fortunately, many schools are teaching this aspect, with help from the automotive manufacturers.”

An interest in computers comes in handy, but a computer can’t tell you everything. Knowledge of mathematics is critical.

“Certain aspects of repairing a car require critical measurements of parts,” explains Rubin.

“Understanding how to read measurements off of tools, such as micrometers and vernier calipers, is essential. Since many cars today use metric nuts and bolts, conversion from imperial to metric is necessary. Converting fractions to percentages is required when dealing with how much material is remaining [such as brake pads or tire tread depth]. Calculating hours of labor and prices are also needed, but the service advisor is usually the one to present this to the customer.”

INTERVIEW WITH AN AUTOMOBILE MECHANIC

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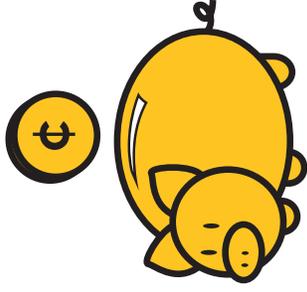
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Career Review

Name of Career

Name of Presenter

Date:



Annual Income:

Average Earnings: _____ or _____

From \$ _____

to \$ _____ per year

Career Fair: Career Research 3

The **BIG** Idea

- What are some things to consider when deciding if a career is a good “fit”?

AGENDA

- Approx. 45 minutes
- I. Warm Up (5 minutes)
 - II. Complete Your Career Pamphlet (10 minutes)
 - III. Picture This! Images of a Career In Action (10 min)
 - IV. Best Day, Worst Day (10 minutes)
 - V. Wrap-Up: Personal Reflection (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 10 and 11, Career Pamphlet (from previous lesson)
 - Portfolio page 12, Best and Worst Days
 - Portfolio page 13, Personal Reflection
 - Portfolio page 14, Personal Reflection Paragraph
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 49 and 50, Career Research (from Careers 4)
- Laptop
- LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Use their knowledge of this career to create a description of their best and worst days on the job.
- Use career information obtained to determine whether or not this job is a good fit for them.

OVERVIEW

Over the past two weeks, students researched general information about their careers and compiled this information into a career pamphlet. This week, students will use the career information they've gathered to complete their career pamphlets. Then, students will find images representing their career, or draw their own pictures, to include in their career fair displays. Next, students will describe what they think will be the "best day" and "worst day" on the job. Finally, they'll consider what they've learned about the career and reflect on whether they think the job is a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website 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 www.IHaveAPlanlowa.gov on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio pages 10 and 11, Career Pamphlet**
 - **Portfolio page 12, Best and Worst Days**
 - **Portfolio page 13, Personal Reflection**
 - **Portfolio page 14, Personal Reflection Paragraph**
- Prior to next week's lesson, photocopy students' career pamphlets onto two-sided pamphlets before they paste their original copies onto their displays (optional).

IMPLEMENTATION OPTIONS

See **Careers Lesson 1** for background information on computers and modifications for non-computer lessons.

See **Careers Lesson 4** for suggestions on adaptations for lower-level learners.

Activity III: You may wish to make the gathering of career images an optional activity at the end of the period. If students need more time for research or writing, you may want to assign collecting career images as homework.

If students need more time for research or writing, you may wish to have them collect photos for homework.

If students need more time to complete their research or **Personal Reflection**, you may have students choose either the Best or the Worst Day paragraphs to complete, or skip **Activity III** altogether. (You may wish to assign this as an optional activity for students who enjoy an extra challenge or finish early.)

Activity IV: If you're short of time or your students are burned out on writing, you may choose to have them answer the questions on **Portfolio page 13, Personal Reflection** but skip the paragraph on the following page.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Over the past two weeks, you researched information about your assigned career. This week, you're going to complete your career pamphlets. Next, you will find images that represent your career to include in your career fair displays. Then you will describe what you think would be the "best day" and "worst day" on the job. Finally, you'll consider what you've learned about your assigned career and reflect on whether you think the job is a good fit for you.
2. I hope that as you've been researching, you've been thinking about whether or not your career is right for you. Maybe you started out with one opinion and have changed your mind. Or perhaps the more you research, the more excited you've become about your assigned career. The bottom line is, the more you know about a career, the easier it is to tell if it's right for you.

II. Complete Your Career Pamphlet (10 minutes)

1. As you complete your career pamphlet, remember that you should NOT be copying the words from the IHaveAPlanIowa.gov website. Instead, you should be summarizing this information into your own words.

Please be sure to use your best handwriting when filling in your career pamphlets! These will be part of your display board.

III. Picture This! Images of a Career In Action (10 min)

1. Now that you've researched your career and learned all the important facts, it's time to see what the job looks like in action! As part of your presentation at the career fair, you will display images of different people working in the career. For example, if your career is veterinarian, it would be interesting to show that vets don't just take care of dogs and cats in an office, but that a farm vet visits horses, cows, pigs, and more on a farm! You may look online for images to import, or draw one of your own using the information you've gathered to direct you. If you look for online images, you must collect at least three. If you are drawing, one detailed picture is required. Got a camera? If you can, take photos of your career in action!
2. [If students are searching for images online, review the school's Internet policy and

guidelines before they get started. Suggest that students use Google Image Search (<http://images.google.com/>). You may need to confirm that your school's filters do not block this site. Students may also need guidance on right-clicking, saving, and printing images.

Walk around the classroom or computer lab to be sure students are staying on task, and to assist students as needed. For those who elect to draw pictures, suggest that they review their resources to make sure they are representing the career accurately, and are really showing what the job is all about. Encourage them to annotate their drawing, like a diagram, to explain what the person is doing in the picture.]

IV. **Best Day, Worst Day (10 minutes)**

1. Ask students to turn to **Portfolio page 12, Best and Worst Days**, and display this page on the overhead projector.
2. **SAY SOMETHING LIKE:** Now that you have completed your career pamphlet and found images that represent your career, you have a good understanding of what you would like and dislike about this career.
3. At this point you should have a good sense of what someone in this job does each day. Some days are good and some are bad. Think about what you know about this job in terms of job responsibilities and working conditions and consider what would make a great day on the job, and what would make an awful day on the job. I'd like you to think about this information to complete the "Best" and "Worst" paragraphs on **Portfolio page 12, Best and Worst Days**.

Consider what a very good day, and a very bad day, would be like for someone with this job. For example, a veterinarian, might say a very good day was one in which none of the animals died and she or he helped animals to feel well.

I'd like you to describe these "best and worst days" for someone with your career. You may want to write these descriptions on scrap paper first, and have me or a partner check your description for grammar, spelling, and clarity. Keep in mind that this page will be included in your career fair display. [If you are short of time, skip the rough draft.]

V. Wrap Up: Personal Reflection (10 minutes)

1. **SAY SOMETHING LIKE:** By now you've learned quite a bit about the career you researched. With all that you now know, do you think it would be a good career for you? There are lots of questions you need to ask yourself when considering a career.

[Have students turn to **Portfolio page 13, Personal Reflection** and read the questions aloud. Point out that these questions relate to the research they completed for their assigned careers.]

These are just a few of the many questions you need to ask yourself when determining whether a job is a good fit for you or not.

2. Have students answer the questions in **Portfolio page 14, Personal Reflection Paragraph**. Have them circle their opinion about whether or not this career is a good fit for them. Then have students draft on scrap paper a paragraph or two with details to support their opinion. The details should include both the facts they researched as well as their personal opinions.
3. Remind the class that they will display their personal reflection paragraph(s) as part of their presentation during the career fair. To ensure correct grammar, spelling, and clarity, they should have you review their rough copies. Or they can exchange with a classmate and review each other's writing. Once they have all of their corrections, instruct them to write the paragraph(s) in their neatest handwriting on the **Personal Reflection** pages.
4. Announce that next week will be their last chance to work on their presentations in class, so if they have any pictures or special touches they want to add, they should bring them to class next week, when they'll be assembling their presentation boards. If your class routinely meets in the computer lab, remind them that they'll meet in their regular classroom next week.

This page intentionally left blank.

Use this page to describe the great and not-so-great things about this job.



Best and Worst Days

Career: _____

Now, imagine what a VERY BAD DAY on the job would be like — a day when everything goes wrong. Then imagine what a VERY GOOD DAY would be like — a day when you feel happy and satisfied with the work that you do. In the space provided, describe these “best” and “worst” days.

A VERY BAD Day at this Job

A VERY GOOD Day at this Job

PERSONAL REFLECTION

Did you discover the career of your dreams? Use these pages to record your opinions.



Career: _____

Think about the information you've researched about this career to answer these questions. Then decide whether or not you feel this job is a good fit for you and write a paragraph to support your opinion.

What They Do

What responsibilities in the job description would you like?

What responsibilities would you dislike?

Money and Outlook

How do you feel about the earnings for this job?

What To Learn

Are you willing to invest time and money in the education you'll need?

Ask The Experts! Likes and Dislikes

Considering what you know about the experts' likes and dislikes about this career, what do you think that you would like or dislike about this career? Why?

Career Fair: Creating Career Fair Displays

The **BIG** Idea

- How can I present my career information in a way that will be interesting to my classmates?

AGENDA

Approx. 45 minutes

- I. Warm Up: Distribute materials (5 minutes)
- II. Create Presentation Boards (35 minutes)
- III. Wrap Up: Clean up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 10 and 11, Career Pamphlet (from Careers 5)
- Portfolio page 12, Best and Worst Days (from Careers 6)
- Portfolio page 13, Personal Reflection (from Careers 6)
- Portfolio page 14, Personal Reflection Paragraph (from Careers 6)

- Career images
- Presentation boards, 1 per student
- Markers
- Tape or glue
- Scissors
- Library pockets to hold career pamphlets (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Create a presentation board to be displayed during the career fair.

OVERVIEW

Students compile all of their presentation materials, creating their displays for the career fair.

IMPLEMENTATION OPTIONS

Many students will feel that they need more than 45 minutes to complete their career fair displays. You may want to field a discussion with student suggestions for how they can complete this work outside of class time.

If you think your students will struggle to organize their time during this lesson, feel free to give the students a step-by-step plan for completion.

ACTIVITY STEPS

I. Warm Up: Distribute Materials (5 minutes)

1. **SAY SOMETHING LIKE:** Today's the day we put together all the research you've worked so hard to create. By the end of class today, each of you should have your career display ready for the career fair, which is happening in two weeks. Let's review all the portfolio pages that will be in the display:
 - Career Pamphlet (2 pages) **Note:** Be sure these have been copied onto two-sided pamphlets before students paste them onto their display boards.
 - Images of this career in action (about 3-5; whatever will fit)
 - Best and Worst Days (1 page), optional
 - Personal Reflection (2 pages)

II. Create Presentation Boards (35 minutes)

1. Explain how you want the materials to be distributed, and allow students the remainder of the period to work.

III. Wrap Up: Clean Up (5 minutes)

1. [Describe the procedure for cleaning up.]
2. **SAY SOMETHING LIKE:** These displays will be the centerpiece of your career fair presentation, but the discussions you have with other students will also play an important role in making the career fair a success. Next week, we'll talk about what's required of you as a guest listening to other people's career presentations. You'll practice your presentations the week after that.

Listening and Asking Questions

The **BIG** Idea

- What kinds of questions will give me the most information about careers?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Listen to Me! (5 minutes)
 - II. Effective Listening (10 minutes)
 - III. Asking Questions (10 minutes)
 - IV. Keep the Conversation Rolling! (10 minutes)
 - V. Wrap Up: Career Fair Question Brainstorm (10 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 54, Be a Better Listener (OPTIONAL)
 - Student Handbook page 55, Career Fair: Presentation Questions
- Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Identify effective (and ineffective) listening behaviors.
- Distinguish between open-ended and yes/no questions.
- Generate a list of career fair follow-up questions.

OVERVIEW

To prepare for the career fair, students learn about two important things they'll need to do as participants: listen and ask questions. They'll also discuss how these communication skills can be applied to everyday conversation – an essential life skill. To begin the lesson, students will discuss effective listening strategies. Then they'll learn about different types of questions to start and keep up conversation. Next, they'll practice asking follow-up questions to gather more information from a speaker. Finally, they'll come up with a list of follow-up questions they could ask presenters at the career fair.

PREPARATION

- Prior to the start of class, identify a student who will collaborate during the **Warm Up: Listen to Me!** activity by telling you a story that you'll pay absolutely no attention to. Explain their role and agree on a signal to begin.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 54, Be a Better Listener (OPTIONAL)**
 - **Student Handbook page 55, Career Fair: Presentation Questions**

BACKGROUND INFORMATION

As most adults know, conversation is an art – but it's also a skill that you can improve with a little advice and lots of practice. And the better you are at conversation, the more comfortable and confident you are in any situation, whether you're at a party, a job interview, or simply meeting a neighbor for the first time. But the importance of this skill may be a new idea to many students. After all, they may think “conversation” is just about chatting with their friends. They may avoid or feel uncomfortable speaking to new people or strangers. It's important for them to understand that communication skills will help them in every aspect of life – for the rest of their lives!

As students prepare for the career fair, this is a good opportunity to introduce and practice communication skills. After all, during the fair they must listen closely to presenters (their fellow

students), then ask questions to learn more. And listening and asking questions are the essential elements in good conversation! The focus of this lesson is good listening and asking questions that will start a conversation and keep it going. It's about empowering students to talk to anyone, anywhere, about anything.

VOCABULARY

Open-ended question: Question that cannot be answered with a simple yes or no.

Follow-up question: Question that asks for more information about something the speaker has just said.

IMPLEMENTATION OPTIONS

In **Activity II, Effective Listening**, you may wish to have pairs of students come up with their own examples of effective and ineffective listening before sharing them as a group. (You could also assign “effective” behaviors to half the pairs, and “ineffective” behaviors to the other half.) If so, you can use the top of **Student Handbook page 54, Be a Better Listener**, to keep students focused.

If your students have trouble coming up with open-ended questions in **Activity III, Asking Questions**, have them reword the yes/no questions at the bottom of **Student Handbook page 54, Be a Better Listener**.

If time permits, ask one or two students to take your place in **Activity IV, Keep the Conversation Rolling!** Students could answer questions as guests who have their assigned careers.

In **Activity IV**, you may wish to avoid tossing a Koosh ball if you feel this might get too chaotic or detract from posing good questions. Instead, you could have students ask questions in order, from desk to desk, or call students at random to ask the next question.

In **Activity V**, you may wish to have students work on questions in pairs rather than small groups. You may also wish to create a class list of questions suitable for any career, to be duplicated and used as a guide during the career fair.

ACTIVITY STEPS

I. Warm Up: Listen to Me! (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Two weeks from now, we'll be headed to the 7th Grade Career Fair. Part of your responsibility for the day will be presenting what you've learned to your fellow students. It will also be your responsibility to collect information about other careers. Today, we're going to discuss the two things you'll need to do to take advantage of that opportunity: listening and asking questions.
2. [At this point, signal the student you've identified prior to class to interrupt you with a brief observation about the career fair. As he or she speaks, you should remain completely uninvolved – yawn, rummage in your bag for papers, check your cell phone for messages, blurt out “that reminds me...” and launch into a story of your own. When the student is finished, say something like, “I'm sorry, what were you saying?”]

II. Effective Listening (10 minutes)

1. Tell students that the first skill they'll need as career fair audience members is the ability to listen. What they've just seen is a good example of what not to do.

SAY SOMETHING LIKE: What things did you observe that let [student's name] know I didn't care about the information he/she was giving me or about his/her feelings?

2. [Create two columns on chart paper: **Ineffective Listening** and **Effective Listening**. Record the students' responses under **Ineffective Listening**.]
3. **SAY SOMETHING LIKE:** Of course, one reason listening is important is that if you're not listening carefully, you'll miss out on what's being said. At the career fair, if you're not listening closely to the presenter, you're missing the main point of the fair – learning about careers!
4. But there's another very important reason to listen. How do you think my reaction to [student's name] made him/her feel? As you saw, listening is an essential part of common courtesy. This is especially important when someone is giving a presentation. I know each of you have worked very hard on your career fair presentations – and you all deserve the respect of being heard.

What can you do – as a listener – that honors the presenters and makes them feel they’re being heard? [Record the students’ responses under **Effective Listening**. If necessary, prompt students with questions like: How does a person’s posture show he or she is listening? Gestures? Facial expressions? Tone of voice? You could also look at the list under **Ineffective Listening** and write the opposite under **Effective Listening**, such as: “Looked through your purse” (ineffective) and “Look directly at the speaker” (effective).]

5. **SAY SOMETHING LIKE:** You can also use body language to show someone that you’re listening. There’s an acronym used to remind people of this, SLANT:
- Sit up
 - Lean in and Look at the speaker
 - Ask questions
 - Nod, as in, “I’m with you, I understand.”
 - Track the speaker (follow him or her with your eyes)

[Write this on the board.]

III. Asking Questions (10 minutes)

1. **SAY SOMETHING LIKE:** The first thing you’ll need to know as an audience member at the career fair is how to listen. The second thing you’ll need to know is how to ask good questions.

Like listening, asking questions isn’t just something you’ll need to do at the career fair. Asking questions is the heart of any good conversation – and something that all successful people do. You’ve probably heard the term “art of conversation,” but conversation is also a skill that you can learn and get better at with practice. And it’s a skill that you’ll use for the rest of your life – as a student, a friend, an employer, an employee – whatever you do!

Asking questions is how you learn about the world – it’s how you discover and grow. If you’re uncomfortable asking questions, you’re not going to learn new things.

2. There are three kinds of questions you need to know about. We’ll talk about each one in the context of everyday conversation as well as the career fair.

[List these on the board]

- first questions
- open-ended questions
- follow-up questions

3. Let's start with **first questions**. A "first question" is the very first question you ask someone when you meet them for the first time, whether it's a new teacher, a new student, or an adult whose career you want to know more about. What are some "first questions" you can ask to start a conversation?

[List student responses on chart paper and label the list **First Questions**. Examples: Where are you from? How long have you lived here? Where do you work/go to school? What do you do for fun?]

At the career fair, as in most presentations, you don't need a first question since the person has already been speaking about a particular topic.

4. A first question gets the conversation started, but you need to ask other questions to keep the conversation going. The secret is to ask **open-ended questions**, or questions that cannot be answered with a yes or no, or a single word. Open-ended questions allow people to talk for as long as they like, maybe tell a story. Questions that can be answered with yes or no, or a single word, are conversation-stoppers. For example:
 - Yes/no question: Do you like school?
 - Open-ended question: What's the most exciting thing that ever happened at this school?

At the career fair, try to ask open-ended questions to get the most information. For example, if you ask: "Do you think you'd be nervous working in an emergency room?" you'll just get a yes or no response. You could learn a lot more by asking an open-ended question such as: "What kinds of things make you nervous about working in an emergency room?"

5. Finally, there's the **follow-up question**. When somebody gives you information, you ask for a little more. You can plan some follow-up questions in advance, but most happen spontaneously, based on something you hear during the conversation. Of course, the best follow-up questions are also open-ended questions that can't be answered with a yes or no, or a single word.

At the career fair, you'll probably have one or two follow-up questions after each presentation. As you listen, you're likely to hear the presenter say something you'd like to learn more about – or perhaps there's something you don't quite understand. For example, a presenter might say he didn't feel the career was a good fit for him because of the hours. You might ask, "What are the hours like in your career?" And just as in a normal conversation, you can keep asking follow-up questions until you have

the information you need. So if the presenter answers simply, “The hours are long,” you might ask a follow-up question such as: “Do most people with this career work long days during the week, or do they also have to work nights and weekends?”

Just like in everyday conversation, the more questions you ask, the more you’ll learn!

6. Keep in mind that asking questions isn’t a way to “test” or annoy the presenter. In fact, asking questions is one way that you show you’re really listening to – and interested in – what he or she is saying. Along those lines, there’s one kind of question we all want to avoid: asking a question that the presenter has already answered. For example, say you end your presentation by sharing why you feel your career is a good fit for you. Then someone asks, “So, would you want a job in this career?” You’d probably feel insulted and irritated that the person wasn’t listening to your presentation!

IV. Keep the Conversation Rolling! (10 minutes)

1. **SAY SOMETHING LIKE:** We’ve talked about two essential communication skills today – listening and asking questions. Now it’s time to test these skills with a game called “Keep the Conversation Rolling!” Striking up a conversation with a new person isn’t always easy. In fact, it can be hard after one or two questions to know what to say next. In this game, we’re going to keep the conversation rolling as long as we can. I’m going to play a special guest who’s visiting the school. The object of the game is to find out as much as possible about my job by asking questions.

You can start with a “first question,” such as “What brings you to [school name]?” or “What kind of work do you do?” After that, every question must be a follow-up question. In other words, each question must somehow relate to the answer I just gave. So, if I’m a baseball player, I might mention the off-season as I’m answering a question about physical training. For the next question, someone could ask a question about what I do during the off-season.

At the same time, try not to ask yes/no questions, since these don’t give you as much information!

To start the game, I’ll tell you my name, then I’m going to throw this Koosh ball to someone who must ask the first question. When I’ve answered the question, the student throws the Koosh ball to someone else – then that student asks the next question. You have to listen carefully because you never know when it will be your turn next!

Our goal is to ask at least 10 questions.

2. [Play the game. If time permits, answer questions as another “special guest” or have a student answer questions based on his or her assigned career.]

V. WRAP- UP: Career Fair Question Brainstorm (10 minutes)

1. **SAY SOMETHING LIKE:** At the career fair, you will listen to your peers give presentations on careers that interest you. The presenters will share basic information, but if you want to know more, you will need to ask good follow-up questions. Remember that yes/no types of questions are not as helpful to you as ones that result in longer answers with lots of information. Now that you know how to ask great questions, I'd like you to work in small groups to come up with questions to ask presenters at the career fair. Please turn to your **Student Handbook page 55, Career Fair: Presentation Questions.**
2. [Have students work in teams of four. The first person names his/her career, and each of the remaining three ask an open-ended question about it, writing down the question before handing the paper off to the next questioner. Remind students that they are trying to generate a list of 12 good questions as quickly as possible, three per career. No questions are to be answered at this time.]
3. [Once they've completed their lists, give teams about five minutes to review all their questions, find the two strongest ones, and reword them in a way that could apply to any career. Have them write these two questions at the bottom of the page. Have each team share their best questions with the class.]
4. **SAY SOMETHING LIKE:** Terrific job today! Remember, the career fair is just two weeks away. Next week, you'll learn some tips for making a good presentation and have a chance to practice your own. And, of course, let me know if you have any questions or need any help before then!

Be A Better Listener

Part 1

Under “Effective Listening,” list behaviors that show someone you’re paying attention. Under “Ineffective Listening,” list behaviors that show you’re not listening. An example has been done for you.

EFFECTIVE (GOOD) LISTENING	INEFFECTIVE (BAD) LISTENING
Look at the speaker or take notes.	Do something else while someone is talking.

Part 2

Want to get lots of information? Ask open-ended questions! These are questions that require more than a yes or no answer. For each yes or no question on the left, write a new question that requires more explanation.

YES OR NO QUESTIONS	OPEN-ENDED QUESTIONS
Do you have to go to college for this career?	How do you prepare for this career?
Do you work with other people?	
Do you work long hours?	
Is this job fun?	

Career Fair: Presentation Questions

Below, write the names of each career assigned to the members in your group. Under each career, each team member NOT assigned to that career should write one open-ended question. At the bottom, write two questions that would apply to any career.

Career: _____

Questions:

- 1) _____
- 2) _____
- 3) _____

Career: _____

Questions:

- 1) _____
- 2) _____
- 3) _____

Career: _____

Questions:

- 1) _____
- 2) _____
- 3) _____

Career: _____

Questions:

- 1) _____
- 2) _____
- 3) _____

Questions for any career:

- 1) _____
- 2) _____

Career Fair: Presentation Practice

The **BIG** Idea

- What techniques will make me a more effective speaker?

AGENDA

Approx. 45 minutes

- I. Warm Up: Public Speaking Comfort Poll (5 minutes)
- II. Qualities of Good Speakers (10 minutes)
- III. Write Your Career Fair Presentation (15 minutes)
- IV. Presentation, Practice & Peer Evaluation (10 minutes)
- V. Wrap Up Presentation Reflection (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 15- 16, Career Fair Mini-Reviews
- Portfolio pages 10-11, Career Pamphlet (completed in lesson 6)

STUDENT HANDBOOK PAGES:

- Student Handbook page 56, Oral Presentation: Peer Evaluation

FACILITATOR PAGES:

- Facilitator Resource 1, Career Fair Sign Up Sheet
- Facilitator Resource 2, Career Fair Tips

Laptop

LCD projector

Chart paper and marker

Note cards (3-4 per student)

OBJECTIVES

During this lesson, the student(s) will:

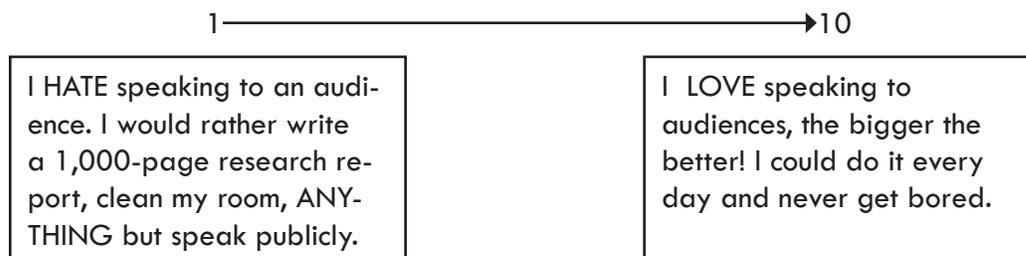
- Recognize that body language, tone of voice, dress, speaking pace, and clarity of speech, all contribute to a speaker's credibility.
- Identify qualities of a good speaker.
- Outline their career fair presentations and practice with a partner.

OVERVIEW

The objective of this lesson is to help students become more confident, comfortable, and credible speakers. The lesson begins with students ranking their comfort level with speaking in front of an audience. The teacher will model good and poor speaking strategies, and help students identify the qualities of a good speaker. Students will then watch a video clip of a powerful speaker. Next, students will prepare their own short presentations for the career fair. Finally, student pairs will practice their presentations and evaluate each other's performance.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 56, Oral Presentation: Peer Evaluation**
 - **Portfolio pages 15-16, Career Fair Mini-Reviews**
 - **Facilitator Resource 2, Career Fair Tips**
- Prepare **Facilitator Resource 1, Career Fair Sign Up Sheet**, with students' names and careers.
- For the **Warm Up**, draw a continuum of 1-10 on the chalkboard as follows:



- For **Activity II, Qualities of a Good Speaker**, prepare a short, one-minute speech about a job you've held. You'll use this to model good and poor speaking behaviors. Write brief notes on note cards for your presentation.
- For **Activity II**, prepare a sheet of chart paper labeled, "Effective Speakers" on one side and "Ineffective Speakers" on the other.
- For **Activity II, Qualities of a Good Speaker**, visit the Academy of Achievement website

and choose one of the clips listed below. You may wish to download the clip to your laptop for easier viewing during class. (Be sure to preview the clip before class, and be prepared to describe the interviewee's achievements to the students.)

Academy of Achievement:

<http://www.achievement.org/autodoc/pagegen/galleryachieve.html>

Maya Angelou, Poet and Historian

Select her name from Select Achiever pull-down menu; click **Interview**; when you reach her page, scroll down and play the first video clip (preferably "High" resolution), in which she talks about Martin Luther King, Jr.

George Lucas, Creator of "Star Wars"

Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second video clip (preferably "High" resolution), in which he talks about going to film school.

Oprah Winfrey, Entertainment Executive

Select her name from Select Achiever pull-down menu; click **Interview**; when you reach her page, scroll down and play the first video clip (preferably "High" resolution), where she talks about her childhood realization that there was something better in her future.

Robert Ballard, Discoverer of the Titanic

Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second Video clip, in which he talks about tidal pools.)

Chuck Yeager, First Man to Break the Sound Barrier

Select his name from Select Achiever pull-down menu; click **Interview**; when you reach his page, scroll down and play the second Video clip, in which he talks about flying the X-1 airplane.

BACKGROUND INFORMATION

Effective public speakers are able to capture an audience's attention, meet listeners' needs, get their points across, and be remembered. Good speakers are confident, straightforward, and in

command of the subject. When a speaker “connects” with an audience, there is an energy flow between the speaker and the audience.

There are many elements that go into a presentation, but research shows that what’s actually said contributes surprisingly little to the effectiveness of a presentation.

According to A. Barbour, author of *Louder Than Words: Nonverbal Communication**, the total impact of a message breaks down like this: 7 percent verbal (words); 38 percent vocal (volume, pitch, rhythm, etc); and 55 percent body language (mostly facial expressions). Appearance is also important. While comfort is a factor, speakers should dress in a way that encourages the audience to take them seriously.

*SOURCE: www.minoritycareernet.com/newsletters/95q3nonver.html

VOCABULARY

Body Language: unspoken communication that includes gestures, postures, and facial expressions.

Posture: position of your body when you stand, sit, or walk.

Gesture: to move your head or hands in order to communicate a feeling or an idea.

Tone: a way of speaking that shows a certain feeling or attitude.

IMPLEMENTATION OPTIONS

In **Activity II**, if time is an issue, you may prefer to choose between the teacher modeling of good and poor speaking and the video clip. Several facilitators suggested giving the speech-modeling task to student actors as a third option.

If desired, make copies of **Facilitator Resource 2, Career Fair Tips** to help students in their final preparations for the career fair.

ACTIVITY STEPS

I. Warm Up: Public Speaking Comfort Poll (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Next week, we'll gather in the _____ for the 7th Grade Career Fair. Each of you will present your career information to a small group of students interested in your career. You will also have a chance to be the audience for three presentations that interest you.

[Pass around **Facilitator Resource 1, Career Fair Sign Up Sheet**. Instruct students to find their name, then put a check mark in the column below it next to any career they'd like to hear more about. This will help you match students with career presentations they're interested in. Also direct them to **Portfolio pages 15-16, Career Fair Mini-Reviews**. Explain that on the day of the career fair, they'll get a copy of this page with the names and "booth" numbers of three presentations they are to attend. They will be expected to complete a mini-review for each presentation they attend. They will also be expected to ask a question of one of the presenters and write the answer at the bottom of the page. Provide an example of a completed mini-review so students remember to complete the "because" sentence describing why the career is/isn't a good fit.]

2. Today, you'll be preparing for your career fair presentation. This will be a brief, three-minute presentation that highlights some of the most important and interesting aspects of your career. We'll discuss the behaviors of effective public speaking, and you'll have time to prepare and practice your own presentation.

How many of you are comfortable with public speaking?

[Draw students' attention to the Public Speaking Comfort Level continuum you drew on the chalkboard. Tell students they should rank their feelings about public speaking on a scale of 1 to 10, 1 being the least comfortable to 10 being the most. Have students write their ranking on a piece of scrap paper. Ask volunteers to share their ranking and their thoughts on the topic of speaking to audiences.]

3. As you can tell, many people don't enjoy presenting. They find it scary and intimidating. They get nervous. [**NOTE:** You can pick up the actual words the volunteers used to describe it here, rather than "scary" and "intimidating".] When you're scared and nervous, it's hard to capture your audience's attention. So, crumple up your paper and

let's throw away our "nervous thoughts" and our old ideas about public speaking. Get ready to learn strategies that will help you become a comfortable and confident presenter.

II. Qualities of Good Speakers (10 minutes)

1. **SAY SOMETHING LIKE:** What do you think is the most important part of speaking to an audience? [Give students a chance to respond – most will probably say that it's what you're saying that's most important.] While the words you say are important, believe it or not, they are not the most powerful part of presenting. Researchers have found that body language, which includes posture, gestures, and facial expressions, are even more important than the actual words. *How you say the words – like your pace and tone – are also important.*
2. There are many ways a speaker draws in an audience and keeps them listening. I'd like you to listen - and watch - closely as I give the same short presentation in two ways. As I speak, please note effective - and ineffective - behaviors.

[Speak for about a minute about a career you've had that would interest students. For example, you could talk about a career that you had before you were a teacher, or you could share your favorite and least favorite parts of being a teacher.

Your first presentation should model poor speaking behaviors. For example:

- Mumble and speak softly.
- Speak quickly and without feeling, not pausing between sentences.
- Don't look up at the class, or only do so periodically.
- Read directly from your note cards.
- Don't use your hands or make any gesture.
- Do not use any facial expressions.

Your second presentation should model excellent speaking. For example:

- Speak loudly, clearly, and slowly.
- Speak with feeling, pausing to make a point.
- Look at the class often, only glancing at your note cards periodically.
- Use your hands, making gestures when appropriate.
- Smile or use facial expressions to get across your point.]

3. [Have students share their observations from both speeches. Record their responses on chart paper, under one of two columns: "Effective Speakers" and "Ineffective Speakers." Use the lists above as guidance.]

4. **SAY SOMETHING LIKE:** Now let's take a look at a powerful speaker to see what she does to grab an audience's attention.

[Introduce the speaker and describe why he or she is noteworthy.]

As you view the clip, think about what makes her a good speaker

5. [Play the selected clip from www.achievement.org.]

6. **SAY SOMETHING LIKE:** What about this person's speaking is powerful?

[As students respond, jot their ideas on chart paper. If students are not able to express what makes the presentation powerful, provide the following prompts]:

- Did she speak clearly?
- How was her volume? Pace? Tone?
- Where was she looking when she made the speech? (Did she make eye contact with the audience?)
- Did she seem nervous or relaxed? How could you tell?
- Did her sentences run together, or did she pause for punctuation or emphasis?
- What was her posture? What were her facial expressions like?

III. Write Your Career Fair Presentation (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to prepare your own oral presentation for the career fair. Remember, you'll have five minutes to present your career – three minutes for the presentation and two minutes for other students to ask questions. Also keep in mind that your presentation should NOT repeat everything you've researched about the career, or even all the information shown on your display. After all, your classmates will have time to read your displays.

The presentation should provide three things:

[Write the following on the board]:

- A brief introduction to the career.
 - Something interesting or surprising you learned about the career.
 - Your own feelings about this career, based on your research.
2. Even though your presentation is short, you'll find that it helps to have some notes jotted down to help you remember what you want to say. Small note cards are perfect for this. You'll each receive three note cards. I encourage you to use one card for each

“section” of your presentation. One note of caution about these cards: You should NOT write down exactly what you want to say, as you’ll end up reading directly from the cards. This will be unnatural, and make it almost impossible to make eye contact with people during presentation. Instead, just jot down a few key ideas on each card.

[Give students an example of how to do this, and refer them to **Portfolio pages 10-11, Career Pamphlet**, which include all of the information they’ll need for their presentations.]

3. [Give students time to jot down notes on their note cards.]

IV. Presentation, Practice & Peer Evaluation (10 minutes)

1. **SAY SOMETHING LIKE:** Now is your chance to practice your presentation skills. Remember that *how* you speak to an audience is just as important as *what* you say.
2. [Divide the class into pairs. Allow students a few minutes to rehearse their presentations. Also instruct them to turn to **Student Handbook page 56, Oral Presentation: Peer Evaluation** and review the presentation skills you’d like them to keep in mind today.]
3. [Have pairs take turns presenting their career fair speeches to each other, keeping in mind everything they’ve learned from watching the speeches today. Allow a couple of minutes after each speech for the partner to rate the presentation using **Student Handbook page 56, Oral Presentation: Peer Evaluation.**]

V. Wrap up: Presentation Reflection (5 minutes)

1. Conclude the lesson by allowing time for students to reflect on the peer evaluation feedback. Encourage them to jot down some ideas about what they might do differently when they present again.
2. If there is time left at the end of the lesson, give pairs a second chance to present to each other so they can practice some of what they learned from their evaluations.
3. Congratulate students on their efforts and remind them of the details regarding the upcoming career fair.

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Career Fair Tips

I. Be sure your career poster is complete.

- Due date is _____; leave in _____ room.
- Make sure your name, teacher, and class period is written on the back of it (e.g., Daniel Scholl, Mrs. Davis, 5th period).

II. Dress your best on the day of the career fair.

- I encourage you to dress like business professionals by wearing a dress shirt, tie and pants (boys) or sweater and skirt/pants (girls).
- Your other option is to wear clothes that represent your chosen profession (e.g., if you're a mechanic, you could wear a shirt and jeans or a relative's uniform/shirt; if you're a doctor, nurse or veterinarian, you might wear a pair of scrubs or a lab coat and stethoscope; or if you're a professional athlete, you could wear a sports jersey).

III. When it's your turn to be a presenter, you'll want to keep the following 5 helpful hints in mind:

1. Have your space neatly set up (including poster and any props).
2. Make sure your body language (facial expressions and gestures) and posture show others that you're confident and knowledgeable about your job.
3. Speak clearly, slowly, and loudly enough to be heard and understood by your peers. Also, speak with feeling, pausing to make a point.
4. Maintain eye contact with the individuals that you're sharing job information with. Try to avoid looking down at your poster board or notes.
5. Be friendly (smile), answer any questions as best as you can, and thank your peers for taking interest in your career.

IV. When it's your turn to be a listener, you'll want to keep the following 4 helpful hints in mind:

1. It's your responsibility to approach and collect information from at least 3 different presenters about their careers.
2. Be an active listener when the presenters are sharing their job information with you. This means that you'll want to listen and focus on what he/she is saying, rather than interrupting or thinking about what you're going to say or ask next. (Lean in and look at the speaker; this shows him/her that you genuinely care and are interested in what he/she is telling you.)
3. Carry on a good conversation. There are 3 kinds of questions for you to ask each

presenter:

- **First question** (asked when you first meet someone) Why did (or what made) you choose this career?
 - **Open-ended questions** (cannot be answered with a simple 'yes' or 'no') What are some of your main responsibilities in this job? What is the salary like for this job?
 - **Follow-up question** (asked to get a little more information about something; usually based on the person's answer to your previous question or something you heard during the conversation) For example, if the presenter is portraying a mechanic, you might've just asked him/her about his/her average work hours. He/she might've responded "40-50 hours a week." Then, you might follow up with, "Do you ever have to work evenings or weekends?"
4. Be polite, take good notes on your Career Fair Mini-Reviews sheet, and thank each presenter for taking the time to share some information about his/her career with you.

Oral Presentation: Peer Evaluation

Person Presenting: _____

For each statement, rate your partner on a scale of 1 to 5.

(needs improvement) 1 2 3 4 5 (good)

1. The presenter spoke clearly.	1	2	3	4	5
2. The presenter spoke loudly enough to be heard.	1	2	3	4	5
3. The presenter spoke slowly, and paused for punctuation or to make a point.	1	2	3	4	5
4. The presenter looked up from his or her notes to make eye contact with the audience.	1	2	3	4	5
5. The presenter appeared relaxed.	1	2	3	4	5
6. The presenter stood up straight.	1	2	3	4	5

What did you learn from the
other students' presentations?
Record your reactions here.



Career Fair Mini-Reviews

Review 1:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Review 2:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Review 3:

Career _____

Presenter _____

One thing I learned about this career is _____

I (circle one) would might would not like this career because

Question/Answer:

Below, write a question for one of the presenters, followed by the answer.

Q: _____

A: _____

Career Fair Reflection

The **BIG** Idea

- What did I learn from participating in the career fair, and how did my presentation contribute to my classmates' knowledge?

AGENDA

Approx. 45 minutes

- I. Warm Up: Self-Evaluation (10 minutes)
- II. Sum It Up! (20 minutes)
- III. Wrap Up: Career Bingo (15 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 15-16, Career Fair Mini-Reviews, completed during Career Fair
- Portfolio page 17, Career Fair Self-Evaluation Guide
- Portfolio page 21, Grade 7 Skills Checklist (Careers Skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 57, Career Bingo Card

- 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)

- Chart paper and marker

- OPTIONAL: Refreshments

OBJECTIVES

During this lesson, the student(s) will:

- Evaluate performance as a presenter and an audience member.
- Articulate reasons why careers would/would not be a good match for them.
- Demonstrate acquisition of new career information.

OVERVIEW

This lesson follows the career fair, and allows students to reflect on their participation and what they discovered about themselves in this unit, and celebrate what they've learned.

Students evaluate their contributions as presenters and audience members. With partners, they discuss which careers seem most appealing, which they think they're least likely to pursue, and their reasons for each. Students share their partners' choices and reasons. You'll jot students' findings on chart paper and reinforce what students learned for themselves — that finding a good career is about knowing themselves. The unit concludes with a Career Bingo game in which students identify classmates whose careers match criteria specified on the Bingo cards.

Refreshments are optional.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- For **Activity IV**, get small rewards to give Bingo winners. Suggestions include: school cafeteria "gift certificates," shiny "State" quarters, funky shoelaces, joke shop items, simple magic tricks, mini "travel" games, deck of cards, bouncy balls, key rings, wiggle pens, temporary tattoos.

BACKGROUND INFORMATION

*Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.**

— Carl Rogers

Self-assessment involves students reflecting on their own abilities and performance as it relates to specified content and skills and to their effectiveness as learners. Self-assessments use specific performance criteria, assessment standards, and personal goal setting.** The purpose of self-assessment is less about having students evaluate a specific assignment and more about helping

them to be reflective, which is “essential for their ongoing capacities to do good work and to progressively improve their work over time.”***

Sources:

*Carl Rogers: Freedom to Learn: <http://www.panarchy.org/rogers/learning.html>

** Self-Assessment Pathfinder: <http://www.ischool.utexas.edu/~vlibrary/edres/pathfinders/olson/pathfinder2.html#bib>

***Teaching Self-Assessment: <http://www.evergreen.edu/washcenter/resources/acl/e1.html>

IMPLEMENTATION OPTIONS

You may want to create prize categories for the career fair presentations. Winners in each category could receive a prize, such as small items from a local college or university.

ACTIVITY STEPS

I. Warm Up: Self-Evaluation (10 minutes)

1. Welcome the class. Tell them that this is the final lesson in their career fair unit, and that the activities and games they'll do today will allow them to reflect on the career fair – what they did and what they learned.
2. **SAY SOMETHING LIKE:** Over the last few weeks, you've been very busy! You researched a career of interest, you presented information about that career to an audience, and you learned about other careers from your peers. Now is your chance to judge how well you feel you performed each of these important tasks. By thinking back on your work and evaluating your own performance, you'll be more aware of areas in which you excel, and areas that could use improvement. Self-evaluation is a skill that you can use throughout your life — in school, home, work, and in everything in you do.
3. [Direct students to **Portfolio page 17, Career Fair Self-Evaluation Guide**. Read the instructions aloud. Then, give students a couple of minutes to complete the evaluation.]

II. Sum It Up! (20 minutes)

1. **SAY SOMETHING LIKE:** The goal of this unit was to investigate different careers and start thinking about which careers really excite each of you. How many found a career you were really excited about? [Students respond.] If you're still not sure what you want to do after high school, you're not alone, and you have plenty of time to figure it out.

Even if you didn't come away with a strong preference for a specific career, I hope all of you came away with a better understanding of yourselves. As you prepared for and participated in the career fair, you gathered a lot of information about different careers, from the day-to-day tasks to required education. As you think about which careers appeal to you, you've probably started to realize which aspects of a job are most important to you. Are you driven by salary? Are you put off or excited by careers that require more education? What do you like or dislike about the actual day to day tasks of the job?

2. Please turn to **Portfolio pages 15-16, Career Fair Mini-Reviews**, which you completed during the career fair. On this page, you described some of the reasons you liked – or didn't like – certain careers.

I'd like you to take a minute to share these reflections with a partner.

3. [Pair up students by having them turn to the person sitting next to them. The students' mission is to find out what career (of those visited at the career fair) their partner liked most, why they liked it, which career they liked least, and why it didn't appeal to them. Remind students that they should consider information about the career itself rather than use this as an opportunity to critique anyone's skills as a presenter. Use an engagement strategy to decide who goes first, and give them a minute to talk while their partner listens. Call time, and allow a moment for the listener to ask a follow-up question.]
4. [Instruct students to switch roles.]
5. [With permission from their partner, have students share with the class their partner's most and least favorite careers and briefly summarize what they liked or didn't like about each one.]
6. On a piece of chart paper, write the following table, with plenty of room to list many careers in each box.

	Like	Dislike
Day-to-day tasks		
Education		
Earnings		
Other		

As students' report their findings, record them on the table. List the career, followed by the reason the student liked or disliked careers. For example, under Like/Day-to-Day Tasks, you might write: "Vet: Working with animals." Under Dislike/Earnings, you might write: "Social worker: Salary too low."]

7. [After everyone has reported on their partner's career fair experience, draw students' attention to the lists. You may find that some criteria are on both the like and dislike lists. If this occurred, use the "teachable moment" to explain that not everyone has the same requirements for a career.]

8. **SAY SOMETHING LIKE:** Finding a career that is a good fit is a very individual process. As you can see from our list, what's important to one person may not be important to someone else. One advantage of learning about many careers is that it helps you figure out what you care about and what's not so important to you. Maybe you learned that money isn't your biggest motivator. Or that you're willing to sacrifice many years in college to get the career you really want. So, even though you are not ready to decide on a career yet, it helps to recognize what's exciting, what's interesting, what raises a question, and what's a deal-breaker. Knowing yourself will help you determine your career path.

III. Wrap Up: Career Bingo (15 minutes)

1. Tell students that they're about to play an exciting game of "Career Bingo." Have students open to **Student Handbook page 57, Career Bingo Card**. Point out that each Bingo square describes some career characteristic, such as salary range, years of education, etc.
2. **SAY SOMETHING LIKE:** The goal of Career Bingo is to find someone in the room whose career (the one they presented during the career fair) fits the description in a Bingo square, and get that person to write the name of their career in that square. For example, if the box says, "I have summers off," what career might be written on the line? [Students respond.] The winner is the first person to get five signed squares in a row.

[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 asking people about their careers. If a person's career fits one of the descriptions, you ask him or her to write the career name in the appropriate square.]
4. Like all games, there are rules. The Career Bingo rules are:
 - 1) No shouting or running.
 - 2) You must be honest.
 - 3) If your career fits the description, you must sign if asked.
 - 4) There is no limit to the number of cards you can sign.
 - 5) Only talk to one person at a time, and do not interrupt another conversation.

5. [Ask if there are any questions, and when everyone is ready, say **Go!** Walk around to make sure everyone's playing by the rules.]
6. [When someone shouts "Bingo!" check his/her card. Then have the student read the career written in each box. If it's in order, present 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.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 21, Grade 7 Skills Checklist**. Have students complete the skills checklist question 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 research to figure out whether a career is right for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Present information clearly.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Ask questions to get more information about a career.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List reasons to continue my education after high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Career Bingo Card

Find a classmate whose career fits the description below. Have them write the name of the career on the line in the box. Get 5 boxes in a row — up, down, or diagonally — to win!

I work with animals. _____	I work with machines. _____	I can start my own business. _____	I work more than 40 hours a week. _____	I have summers off. _____
I need to know a lot about one thing. _____	I make more than \$60,000 a year. _____	I graduated from a vocational school or 2-year college. _____	On-the-job training was required for my job. _____	My job requires further study after college. _____
I have to be good at following directions. _____	I do office work for a large part of the day. _____	FREE	I'm on my feet for most of day. _____	There are lots of jobs for people with my career. _____
My career is competitive – few jobs, lots of people who want them. _____	I work outdoors much of the time. _____	I graduated from college. _____	My job requires me to travel a lot. _____	I can earn big bonuses. _____
I spend many hours working at a computer. _____	My job allows me to be creative. _____	I need good “people skills” to do this job. _____	I am sometimes “on call” during the evenings and weekends. _____	I have to be a good problem-solver to do my job well. _____

Evaluate your skills
as a presenter
and listener.



Career Fair Self-Evaluation Guide

For each statement check one score. 1 is lowest and 4 is highest.
Then respond to the questions at the bottom.

Criteria	1 Not really	2 Somewhat	3 Good	4 Excellent
PRESENTER:				
I became an expert in my career.				
I presented with confidence.				
I was comfortable speaking to an audience.				
I spoke slowly and clearly during my presentation.				
I was able to answer questions from the audience.				
My presentation materials were informative and easy to read and understand.				
LISTENER:				
I gave the presenters my full attention.				
I got new information about several careers.				
I asked at least one follow-up question.				

What part of your performance are you most proud of and why?

What is something you would do differently next time? Explain.

MONEY MATTERS

Lesson Descriptions

Money Matters 1: Understanding Advertising

How does advertising influence my spending?

Money Matters 2: Budgeting I

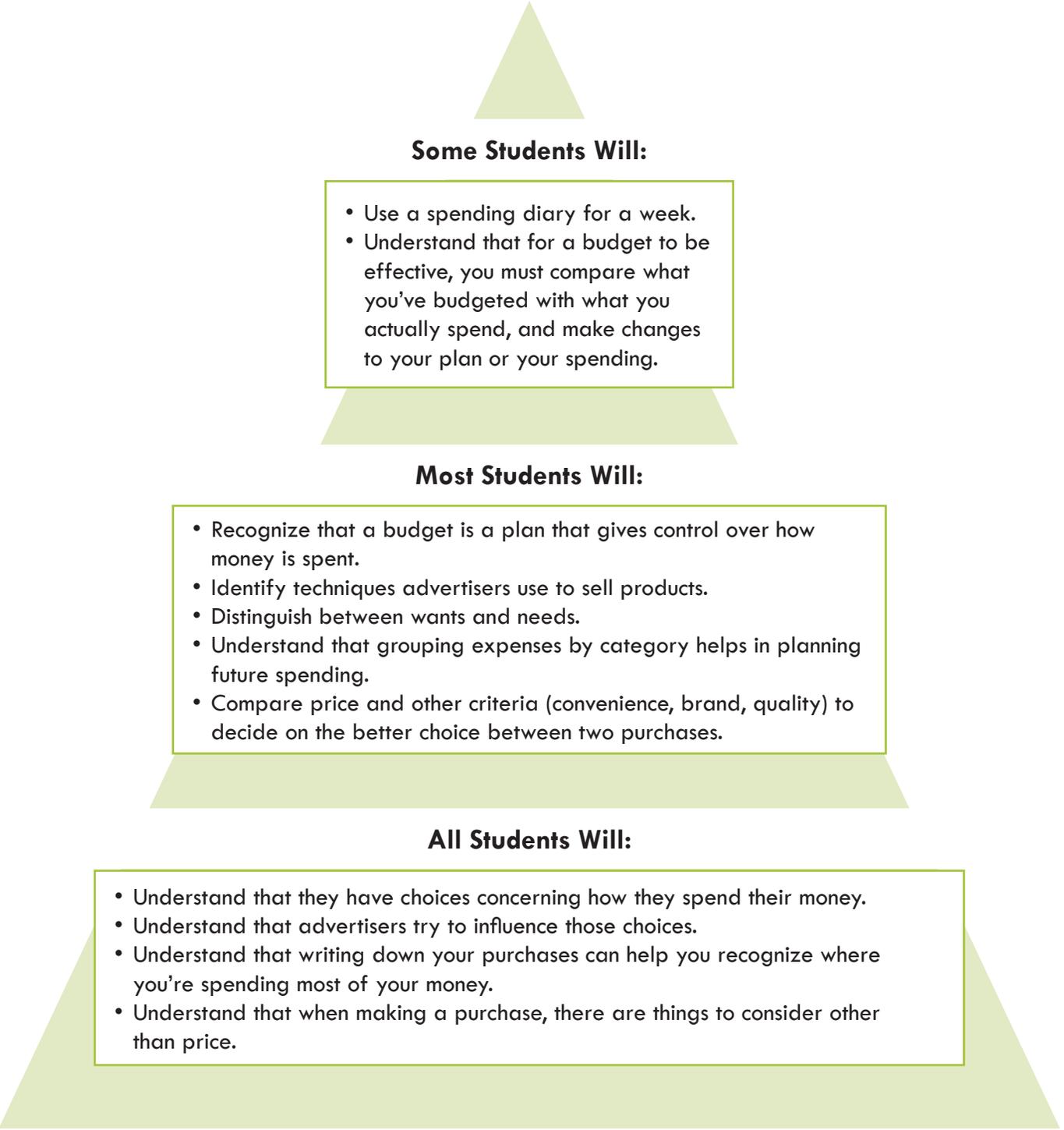
How will knowing the difference between wants and needs help me make good spending choices?

Money Matters 3 : Budgeting II

How can a spending diary help me make good money choices?

PLANNING PYRAMID

GRADE 7, Unit 6, Money Matters



Some Students Will:

- Use a spending diary for a week.
- Understand that for a budget to be effective, you must compare what you've budgeted with what you actually spend, and make changes to your plan or your spending.

Most Students Will:

- Recognize that a budget is a plan that gives control over how money is spent.
- Identify techniques advertisers use to sell products.
- Distinguish between wants and needs.
- Understand that grouping expenses by category helps in planning future spending.
- Compare price and other criteria (convenience, brand, quality) to decide on the better choice between two purchases.

All Students Will:

- Understand that they have choices concerning how they spend their money.
- Understand that advertisers try to influence those choices.
- Understand that writing down your purchases can help you recognize where you're spending most of your money.
- Understand that when making a purchase, there are things to consider other than price.

ROADS to SUCCESS

Grade 7

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?

In a 2004 survey, 6 out of 10 high school seniors said they learned most of their money management skills at home.

Do you think money grows on trees?

I don't care if all the other kids have it. You're not getting it.

Parents often make it clear that they don't want to be nagged to buy things that seem silly or cost too much. But there's lots more you can say to help your teen learn to manage money.

Want or Need?

Managing money is all about making choices.

The average American child sees up to 40,000 TV commercials a year. The pressure to have the right clothes, toys, and electronic gadgets can be huge!

To help your teen resist this pressure, help him figure out the difference

between things he wants and things he actually needs. (He needs shoes. He wants a special brand of sneakers.)



Some families ask kids to decide just how important brand names are. Parents say something like, "I'm willing to pay up to (name a reasonable amount) for sneakers. If you want the (name your favorite basketball star) brand, you have to come up with the extra money yourself."

Keeping Track

Teens can't make good financial choices if they don't know where their money's going.

Making a list of every purchase will help your

teen separate financial fantasy from reality.

Spending \$1 a day on snacks? That's \$365 a year. \$5 a day on fast food? That's \$1825 a year! Enough for a fancy computer, almost a year of community college, or a family trip to Disney World.

Savings

Saving money = power. The power to get through an emergency. The power to buy things you need without going into debt.

To get your teen into a saving habit, help him set a goal he can reach in a few weeks or months—like buying a T-shirt or CD. Reaching the goal should feel great. So great that the next goal can be a little bigger or take a little longer to reach.

If your teen doesn't have a savings account, you can open one for her at your local bank. (Ask about teen accounts that require a parent's permission to take money out.)

Grade by Grade: Money in the Classroom

It takes practice to manage money. That's why Roads to Success students are starting in grade 7, where they'll find that it's all about choices. They'll learn about wants vs. needs,

techniques advertisers use, and what to think about before they buy. They'll also "shop" for purchases like work boots and basketballs, comparing prices, brands, and quality.

For more about kids and money, visit www.consumerjungle.org or www.360financialliteracy.org. For program info, visit www.roadstosuccess.org.

Understanding Advertising

The **BIG** Idea

- How does advertising influence my spending?

AGENDA

Approx. 45 minutes

- I. Warm Up: Ad Facts (5 minutes)
- II. Name That Ad (5 minutes)
- III. Analyzing Ads Activity (25 minutes)
- IV. Wrap Up (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 58, Advertising Techniques
- Student Handbook page 59, Questions for Analyzing Ads

FACILITATOR PAGES:

- Facilitator Resource 1, Ad Slogans
 - Facilitator Resource 2, Ad Samples
 - Facilitator Resource 3, Ad Samples: Notes
- Laptop and LCD projector
 - Overhead projector (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Recognize himself/herself as a target of advertising.
- Identify strategies used to spend their money.

OVERVIEW

In this lesson, students discover the role advertising plays in their purchasing decisions by participating in activities ranging from identifying brands based on their slogans to analyzing the power of popular ads. A Futures Channel video, *Creating an Ad Campaign*, shows what goes on behind the scenes at an ad agency and profiles the work of a copywriter and art director.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- For Part III, make a transparency page of **Student Handbook page 58, Advertising Techniques**. Alternatively, you can reproduce this on chart paper or on your laptop for an LCD projector.
- For Part IV, prepare **Facilitator Resource 2, Ad Samples**, so they're viewable by the entire class. Lessons are available on the Roads to Success website; you can present them via laptop/LCD projector. You could also make copies to distribute to students.
- Cut out ads from magazines, newspapers, etc. featuring popular brands (e.g., soda, cereal, sneakers).

BACKGROUND INFORMATION

Did you know that the average American child may view as many as 40,000 television commercials a year?* Or that teens in the U.S. spent an estimated \$153 billion in 2006?*** In a 2004 report conducted by the American Psychological Association's Task Force on Advertising and Children found that after just one exposure to a commercial, children can recall the ad's content and have a desire for the product.* This is particularly alarming when you consider that the advertising industry spends \$12 billion per year on ads targeted to children.*** The task force's report raises concern about children's inability to recognize the exaggeration or bias in many ads, and their tendency to accept advertising messages as truthful. As a result, the report emphasizes the importance of teaching children to be critical of ads – to look past advertisers'

tricks and technique – and be aware of their persuasive intent. For more about the techniques used by advertisers, take time to review **Student Handbook page 58, Advertising Techniques.**

SOURCES

*Report of the APA Task Force on Advertising and Children
<http://www.apa.org/releases/childrenads.pdf>

**Spending Power of the Teen Consumer - US, Mintel International Group, September 1, 2006, <http://www.marketresearch.com/product/display.asp?productid=1353518&xs=r>

***Protecting children from advertising by Melissa Dittmann, APA Online: Monitor on Psychology, Vol. 35, No. 6, June 2004 <http://www.apa.org/monitor/jun04/protecting.html>

VOCABULARY

Advertise: to use media such as television, radio, Internet, magazines, billboards, and more to persuade someone to buy something.

Advertisement: words or pictures that try to persuade you to buy or do something, like a television or radio commercial.

Target Market: a specified audience defined by gender, age, ethnic group, income, occupation, region of the country, etc. for which an advertising message is designed.

IMPLEMENTATION OPTIONS

For Part II (Name That Ad), divide the class into two groups and award points for correct answers. Update the slogans with ones that are popular at the moment or ones you know your students are familiar with. If time is tight, challenge students to identify just five slogans in Part II, rather than ten.

ACTIVITY STEPS

I. Warm Up: Ad Facts (5 minutes)

1. Welcome students to class.
2. **SAY SOMETHING LIKE:** Throughout the year, we've been talking about goal-setting – from improving your study skills to choosing your career. For the next three weeks, we're going to talk about money – and how setting goals can help you make the most of what you've got.

Just a reminder - Please be courteous when discussing money. It's a sensitive subject for many people. This means avoiding comments like "Rich people. . ." or "Poor people. . ." or talking about stores where a person should or should not shop.

[Grab their attention by asking: *How many commercials do you think you watch a year?*
After students have a chance to answer:]

Believe it or not, the average American kid sees more than 40,000 television commercials in just one year! Today we'll look at the way advertisers try to influence your decisions – knowing a few tricks can help you avoid spending money on stuff that may not be worth it.

II. Name That Ad (5 minutes)

1. Tell the class that in this game, they will identify products by their slogan. Instruct students to take out a sheet of paper and a pencil. Have them number the page 1 through 5. Explain that you will read aloud slogans without giving away the name of the product and that they are to write down what each slogan is an ad for.
2. Read aloud the first slogan from the **Facilitator Resource 1, Ad Slogans**. Allow time for students to write down what the slogan is advertising next to #1 on their sheet of paper. Continue for five of the ten slogans listed.
3. Now re-read each slogan and invite volunteers to share their responses as the rest of the class checks their answers.
4. **SAY SOMETHING LIKE:** How many did you get right? Are you surprised by how quickly and easily you knew the answers? What does this tell you about advertising? Do you

think that the catchiness of an ad is related to the quality of the product? Explain your answer.

5. [Conclude this activity by guiding students to realize that they are bombarded with tons of ads daily – on TV, radio, billboards, magazines, etc. Advertisers even pay TV shows and movies to display their products as part of their show, for example, arrange for the hosts of American Idol to be drinking from containers that say “Coke.” Explain that all these clever ads make it important to be able to separate the hype from fact, and not be manipulated by the sales pitches.]

III. Analyzing Ads Activity (25 minutes)

1. **SAY SOMETHING LIKE:** Teens spent about \$153 billion dollars in 2006, and you can be sure that ad agencies are working hard – and spending lots of money – to capture your attention. Let’s have a look at some of the ways they accomplish this.
2. [Explain to students that advertisers use a variety of different techniques to get consumers like you to buy their products. Say: *A technique is a method ads use to persuade consumers to buy a product. Most techniques appeal to our need for a sense of belonging and acceptance.*]
3. [Display **Student Handbook page 58, Advertising Techniques** on the overhead projector. Tell students that these are some of the more common techniques advertisers use. Have volunteers read aloud the technique names and what they mean.]
4. [Use examples from **Facilitator Resource 2, Ad Samples** and discuss the following: (It’s not necessary to cover all of the ads pictured, just make sure you have one from all four categories)]:
 - What product is the advertisement for?
 - Who is the target audience?
 - What is the message?
 - How are the pictures trying to make you feel?
 - What advertising techniques are being used to sell the product? Explain how each technique is being used.

See **Facilitator Resource 3, Ad Samples: Notes** for help.

5. [Refer students to **Student Handbook page 59, Questions for Analyzing Ads** and provide a sample ad to work through together as a class. Each student should write the

answers to the questions in Part 1 as you model this activity on the overhead projector.]

6. [Divide the class into teams of four, and provide each with an ad to analyze. Allow time for groups to analyze their ads and complete Part 2.]

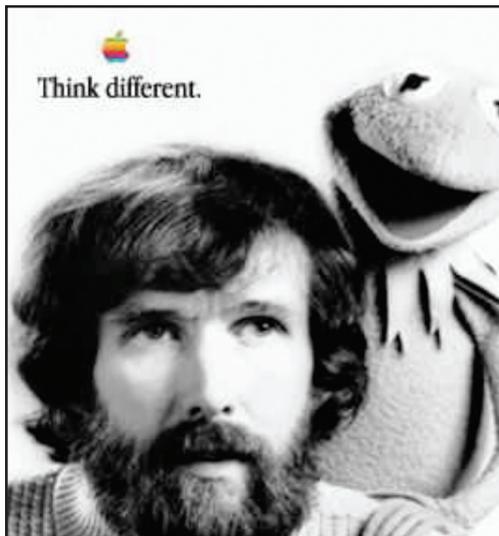
IV. Wrap Up: (10 minutes)

1. Invite each group to share their ads and their analyses with the rest of the class.
2. **SAY SOMETHING LIKE:** Great job! You are really getting to be experts at analyzing advertisements, and seeing through the hype. This is very important because as you are discovering, ads are crafted in ways that make us believe we must have things that we may not need. By examining and questioning ads, you will make better choices as a consumer.

AD SLOGANS

Choose 5 of the following slogans to share with your students. Feel free to substitute current slogans for products they're familiar with.

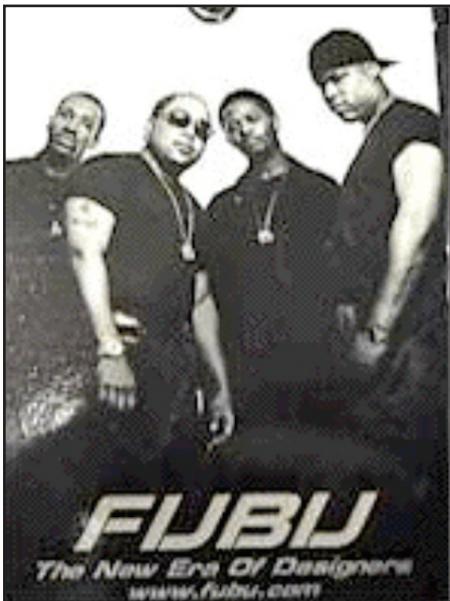
1. I'm lovin' it! (McDonalds)
2. Make it real. (Coca-Cola)
3. Just do it. (Nike)
4. Can you hear me now? (Verizon Wireless)
5. Drivers wanted. (Volkswagon)
6. "M'm! M'm! Good!" (Campbell's Soup)
7. Get more. (T-Mobile)
8. Do you have the bunny inside? (Energizer batteries)
9. Maybe she's born with it--maybe it's... (Maybelline)
10. The cheesiest! (Kraft Macaroni & Cheese)



Apple Computer “Think Different”



**Nike
Air Jordans**



**FUBU
Clothing**



**Carhartt
Work clothes**



**Apple
I-pod**



**Purina
"Your Pet. Our passion."**



**L'Oreal Makeup
Beyonce Knowles**

Ad Samples: Notes

Apple's "Think Different" Campaign (also featured in the Futures Channel video)

- How do you know this is not an example of the bandwagon technique? They're saying people who use Apple computers are different from the crowd, and using examples of people who were brave, imaginative, accomplished, or all three. Note: For students who may not recognize these cultural icons, identify Mohammed Ali, former heavyweight champion of the world, and Jim Henson, creator of The Muppets, including Kermit the Frog.
- Which technique do the creators of this ad seem to be using?
A case could be made for almost any of the other answers. Heartstrings, because for some viewers of these ads, there will be a real feeling of nostalgia attached to the people they've pictured. Some students may say celebrity endorsements, and in a way they're right; Apple is trying to associate these celebrities with their brand. But the celebrities aren't actually recommending Apple computers. Jim Henson is no longer alive, and we can be pretty sure the astronauts did not have Apple computers on their minds when they landed on the moon. The best answer is "Be Like Me."

Nike Air Jordans

- Who's in this photo and what's being advertised? The original ad probably included the Nike logo, but this picture has become so famous it's hardly needed.
- There's a big "Be Like Me" factor here, as if wearing a particular brand of sneakers could possibly cause someone to rise to this height of athleticism. This is also a celebrity endorsement; Michael Jordan's name is right there on the shoes.

FUBU

- FUBU stands for "For Us, By Us" and this clothing (and its designers, pictured) will be instantly recognizable to urban audiences. There's an element of celebrity endorsement here; the designers have become celebrities, and students may know rap stars who wear this clothing in videos or on stage.
- If the message is "Be Like Me," what attitude or attributes are being sold? (streetwise, tough, cool)

Carhartt

- You can't even see the product in this illustration from their website, but if you're already on the website, you don't need to be told. Carhartt is synonymous with tough work clothes worn by real working people.
- How do the picture and slogan fit in to the image Carhartt is trying to sell? If the message is "Be Like Me," what attitude or attributes are being sold? (hardworking, at home in the outdoors, for real)

Apple I-pod

- There's definitely an element of "Be Like Me" here, too. What attitude or attributes are being sold? (cool, fashionable, up-to-date, knows a lot about music)
- Although they don't say "four out of five people use I-pods," how does this ad use the bandwagon technique to get you to buy? (Lots of ads representing many different kinds of music. There's definitely an "Everybody who cares about music and is cool has an I-pod" vibe.)

Purina

- What do they make? (pet food)
- Who do they want to buy it? (people who really care about their pets)

This is a definite heartstrings appeal. If you want to see a multicultural array of people bonding with pets, check out www.purina.com.

L'Oreal

- Students should recognize this as a celebrity endorsement. Wear L'Oreal make-up, be as beautiful as Beyoncé. What could be simpler?

ADVERTISING TECHNIQUES

Technique	How it Works
Bandwagon	Everyone is using the product. Don't be left out! EXAMPLE: Everyone is shopping at this clothing store. You should, too.
Celebrity Testimonial	A famous person recommends the product. EXAMPLE: An actress or singer uses X brand of makeup.
Be Like Me	Using the product will make you look or feel like the people in the ad, who are amazing and great. EXAMPLE: Wear X brand of running shoes, and you'll be as fast as the guy in the ad.
Heart Strings	This ad tells a story, and tugs at your emotions. EXAMPLE: A cute kid gets a good report card. His dad is so proud he treats him to lunch at a fast food restaurant, where they are seen laughing as they eat fries.

Sources:

Newsweek Education Program: Extras!, "Reading" Advertisements,

[http://faculty.fullerton.edu/rnazar/pop%20culture%20links-articles/Newsweek%20](http://faculty.fullerton.edu/rnazar/pop%20culture%20links-articles/Newsweek%20ThisWeek%20Extras!%20-%20READING%20ADVERTISEMENTS.htm)

[ThisWeek%20Extras!%20-%20READING%20ADVERTISEMENTS.htm](http://faculty.fullerton.edu/rnazar/pop%20culture%20links-articles/Newsweek%20ThisWeek%20Extras!%20-%20READING%20ADVERTISEMENTS.htm) Media Awareness Network,

Marketing to Teens – Advertising Strategies

http://www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/mtt_advertising_strategies.cfm

Questions for Analyzing Ads

Think about these questions as you examine each ad. Write your responses on the lines below.

AD #1

What product is the advertisement for?

Who is the target audience?

What is the message?

How are the pictures trying to make you feel?

What advertising techniques are being used to sell the product? Explain how each technique is being used.

AD #2

What product is the advertisement for?

Who is the target audience?

What is the message?

How are the pictures trying to make you feel?

What advertising techniques are being used to sell the product? Explain how each technique is being used.

Budgeting I

The **BIG** Idea

- How will knowing the difference between wants and needs help me make good spending choices?

AGENDA

Approx. 45 minutes

- I. Warm Up: Spending Smarts Questionnaire & Discussion (10 minutes)
- II. Decisions, Decisions: A Budgeting Game (15 minutes)
- III. Needs vs. Wants (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 60, Spending Smarts Questionnaire
- Student Handbook page 61, Spending Diary

FACILITATOR PAGES:

- Facilitator Resource 1, Budgeting Game
- Facilitator Resource 2, Needs vs. Wants Pictures

Beans, buttons or other small items

(15 per student)

Chart paper and markers

OBJECTIVES

During this lesson, the student(s) will:

- Consider his/her spending habits and attitudes about money.
- Use a simple simulation game to allocate finite resources to various categories (budgeting).
- Presented with items used or desired by teens, distinguish between needs and wants.

OVERVIEW

In this lesson students begin by assessing and discussing their spending habits and attitudes about money. Through hands-on games and activities, students make decisions about allocating an allowance and discover the differences between wants and needs. Finally, small groups work together to generate lists of ways to cut spending and share tips with the rest of the class.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- For **Activity II**, divide the beans (or other objects) into sets of 15 per student. Duplicate **Facilitator Resource 1, Budgeting Game** (1 card per student).
- For **Activity III**, display **Facilitator Resource 2, Needs vs. Wants Pictures** where the whole class can see.

BACKGROUND INFORMATION

According to national surveys conducted over the past decade, many 12th-graders have limited knowledge of basic financial literacy concepts, particularly in the areas of money management and savings. Nearly 60% of students say they learn most of their money management skills at home, with about 20% saying their primary source of information is school, and another 18% citing their own experiences.*

Facilitators should be sensitive to the fact that students will not want to reveal too much about their family's financial status. This may be a particularly difficult topic for low-income students whose households are financially chaotic, with decisions about money made on a crisis-by-crisis basis. We should be careful not to assume that these students have access to middle-class sources of income such as allowances and birthday gifts from relatives (often used as discussion points in financial-ed materials), and allow some flexibility in completing assignments such as the Spending Diary.

*Source: Jump\$tart Coalition for Personal Financial Literacy, 2004 survey of high school seniors

VOCABULARY

Budgeting: planning how you will spend your money

Need: something that is necessary (examples: food, clothing, shelter)

Save: hanging onto your money for a future use instead of spending it; saving is the opposite of spending

Want: something you would like to have, but it's not a necessity (examples: designer clothing, toys, and magazines)

ACTIVITY STEPS

I. Warm Up: Spending Smarts Questionnaire & Discussion (10 minutes)

1. Welcome the students and let them know how happy you are to be with them again. Tell them that today they are going to learn about a topic everyone loves: money!
2. **SAY SOMETHING LIKE:** How many of you ever bought something expensive, and later felt like it was a complete waste of money? How many of you have ever saved up money for something you really wanted?"

[Use student responses to make the point that the secret to having money for what they want, when they want it, is to know when to spend and when to save -- and that it's possible to do both.]

3. [Invite students to consider how they spend their money, and what they think about money by completing **Student Handbook page 60, Spending Smarts Questionnaire.**]
4. [Follow up the questionnaire by having students discuss their responses with a partner. Encourage them to share with each other what money decisions they were most and least happy about and what they would like to change about their spending habits. How were their responses alike? How were they different?]

II. Decisions, Decisions: A Budgeting Game (15 minutes)

1. Distribute the **Facilitator Resource 1, Budgeting Game** and 15 beans (or other objects) to each student.

SAY SOMETHING LIKE: Who likes to spend money? [Students will likely respond that they do.] That's good because this game is about spending money. Just like in real life, you will not be able to buy everything you want. The challenge is to make choices about how to spend your money so that you get the things that you really want, or need.

2. [Tell students that the 15 beans (or other objects) represent their money. Explain that the boxes list choices for how to spend their money. Point out that each box is a different category (e.g., school lunch, movies, etc). Tell them that they may choose only one option in each category or box by placing one bean (or other object) in the square(s) next to the option they choose in each category.]
3. [Explain that the goal of the game is to spend something in each category, making

sure they have enough money to cover all categories. Guide them to notice that there are more squares than beans (or other objects), and that each box offers different spending choices.]

4. (Once students have made their choices), **SAY SOMETHING LIKE:** Let's say you're now experiencing a financial crunch. You have only 12 beans to spend. Decide where you can cut 3 beans from your budget. Will you take beans away from several categories? Will you move beans from one category, say "video games" to another, like "clothing"?
5. [Allow time at the end of the game for students to discuss the choices they made and why. Ask the following debriefing questions:
 - How many saved money? Why or Why not?
 - How many of you spent most of your money on video games? On movies? On clothing? What influences these spending decisions in real life?]
6. **SAY SOMETHING LIKE:** In this game, all of you thought really hard about how best to spend your money. You cut spending (used less beans) in some places, so that you'd have enough money for the things you really want. This is called **budgeting**, and you did a great job!

SOURCE: Decisions, Decisions is an adaptation of Allowance Allocation activity at Practical Money Skills for Life (<http://www.practicalmoneyskills.com/english/index.php>)

III. Needs Versus Wants (15 minutes)

1. Ask students what comes to mind when they think of water, shelter, and food. Give students a chance to respond. Most likely, someone will indicate that these are things we **NEED** to live.

SAY SOMETHING LIKE: You're right! Water, shelter, and food are all examples of **needs**. Without them we would not be able to survive.

2. [Now ask students what comes to mind when they think of an MP3 player, sports equipment, or name-brand clothing. Give students a chance to respond. Most likely, someone will indicate that these are things they want.]

SAY SOMETHING LIKE: You've got it! We don't need the latest technology and brand-name clothes to survive, but they are things we'd like to have. They are known as **wants**.

[Point out that sometimes needs and wants overlap. For example, fast food is food, but it is not a need; it's a want. While you need a basic diet to survive, that diet does not NEED to include fast food.]

3. [Draw students' attention to the **Facilitator Resource 2, Needs vs. Wants Pictures**, displayed around the classroom. Tell students that as you point to each picture, they are to put their thumbs up for "need" and thumbs down for "want." As you point to each picture, see if students agree. If students disagree, encourage them to make a case for their opinion. It's ok to allow some ambiguity here. It may be a struggle for kids to give up the idea that their favorite items aren't "needs." The bottom line is: what else are they willing to give up to have those items?]

[NOTE: You may wish to choose the items most relevant to your students, e.g. apartment building for city kids, house for rural or suburban kids. Don't feel obligated to "get through" all or even most of them, particularly if there's a lot of discussion.]

4. [Invite students to make a list of things that are necessary for their day-to-day existence. Ask: Why do you feel these things are necessary? Then have them make a list of things they want. Ask: Why do you want these things? Are any of your wants also needs?]

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** This week is one of the rare weeks that there is a homework assignment for you to complete. The first step in creating a good budget is to keep track of your spending to see where your money is really going. You might be surprised by how many dollars you actually end up spending a week on candy, or question if you needed that new shirt after all. But the only way to do this is to write down everything you spend your money on. And that's what your challenge is for the next week.
2. [Direct students to **Student Handbook page 61, Spending Diary**. Go over the instructions and do an example. Explain what reward students will get for bringing in completed diaries the following week. You might suggest that they put the diary in the same place that they keep their money so that they won't forget to record their spending. Collecting receipts from purchases to add up later is also good idea.]
3. [Congratulate students on taking the first steps to becoming smarter spenders and tell them that you look forward to reviewing their spending diaries with them next week.]

Budgeting Game

Video Games				
Play with games you already have	<input type="checkbox"/>			
Purchase used video games	<input type="checkbox"/>	<input type="checkbox"/>		
Play video games at an arcade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Buy new video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sports Equipment				
Use equipment you already have	<input type="checkbox"/>			
Buy used sports equipment	<input type="checkbox"/>	<input type="checkbox"/>		
Buy new sports equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Buy brand-name sports equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Movies				
Borrow from public library	<input type="checkbox"/>			
Rent a video	<input type="checkbox"/>	<input type="checkbox"/>		
Go to a half-price matinee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Go to a full-price movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clothes				
Wear what you already have	<input type="checkbox"/>			
Buy at a thrift store	<input type="checkbox"/>	<input type="checkbox"/>		
Buy at a discount store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Buy at a department store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Lunches				
Take packed lunch from home	<input type="checkbox"/>			
Buy lunch at school	<input type="checkbox"/>	<input type="checkbox"/>		
Buy lunch at a nearby fast food restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

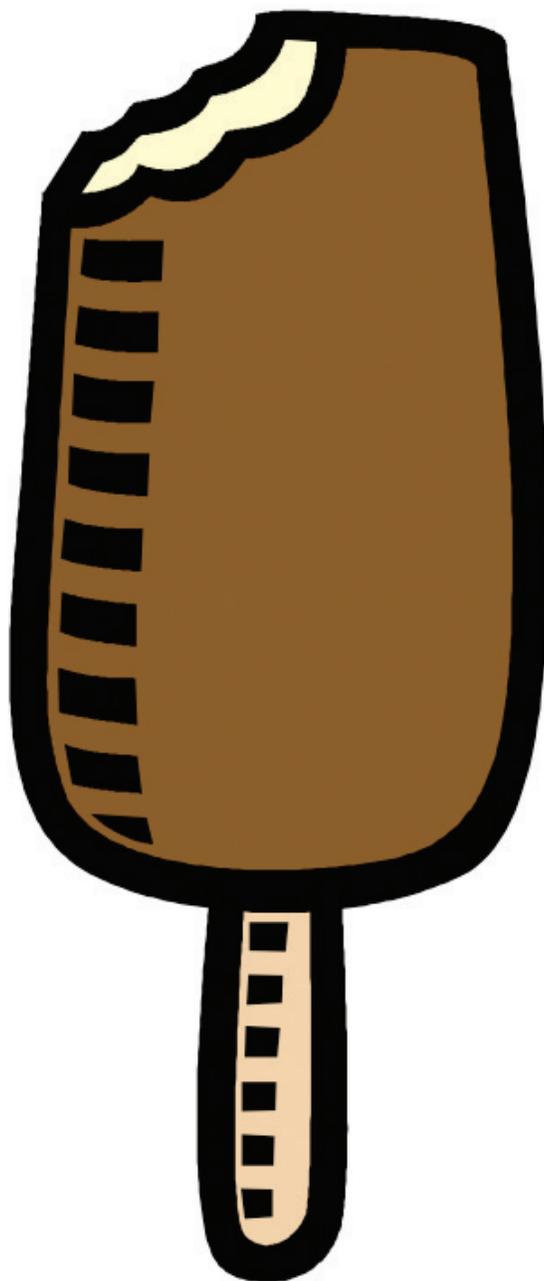
Donations to Charity				
About 5%	<input type="checkbox"/>			
About 10%	<input type="checkbox"/>	<input type="checkbox"/>		
More than 10%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SOURCE: Practical Money Skills for Life
(<http://www.practicalmoneyskills.com/english/index.php>)

Savings				
About 5%	<input type="checkbox"/>			
About 10%	<input type="checkbox"/>	<input type="checkbox"/>		
More than 10%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	









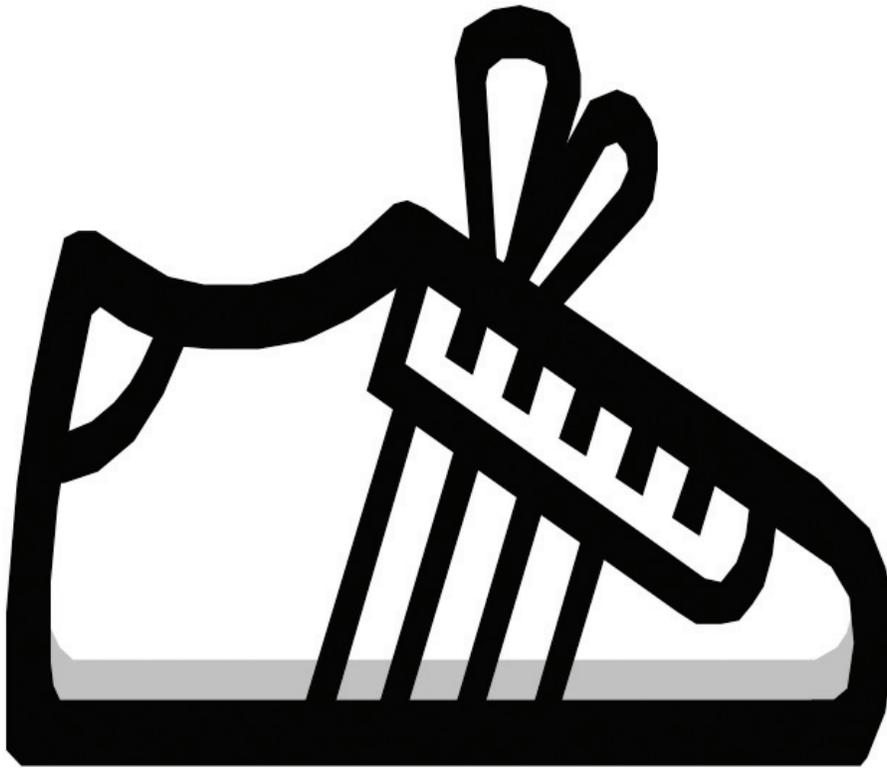










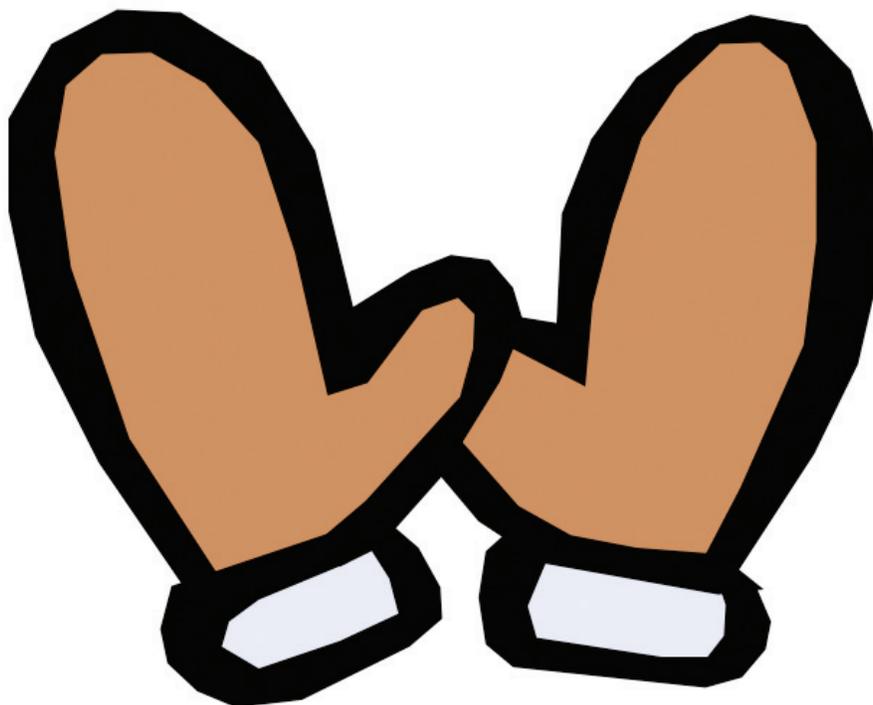


\$100

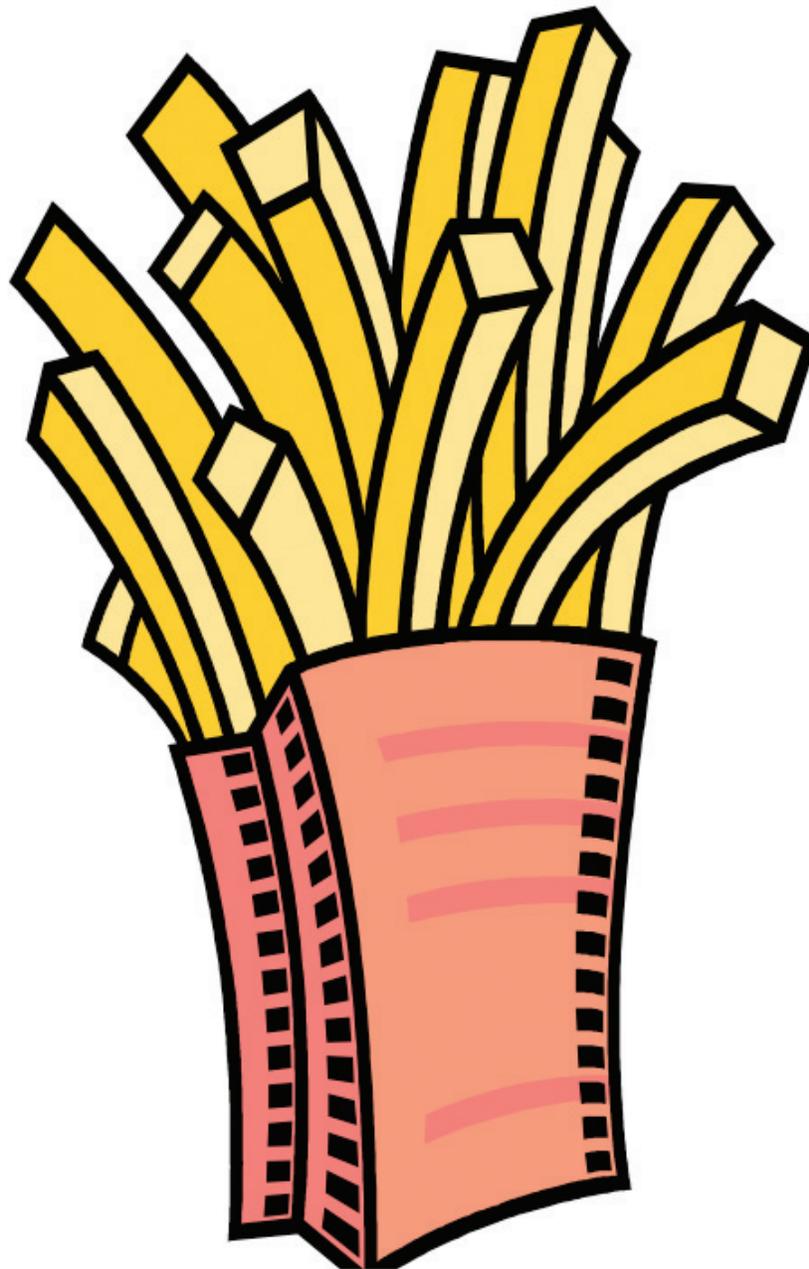


\$10













Spending Smarts Questionnaire

1. When I get money, I: (circle one response)

- a. Spend it all
- b. Save it all
- c. Spend some and save some

2. Something I'm happy I spent my money on recently is:

because: _____

3. Something I regret I spent my money on recently is:

because: _____

4. I wish I had extra money for:

5. I think my spending habits: (circle a response and then explain on lines below)

- a. need improvement
- b. don't need improvement

because: _____

SOURCE: Adapted from the tween website It's My Life (www.its-my-life.org) © 2005 CastleWorks, Inc.

Budgeting II

The **BIG** Idea

- How can a spending diary help me make good money choices?

AGENDA

Approx. 45 minutes

- I. Warm Up: Money Matters (5 minutes)
- II. Class Trip (15 minutes)
- III. Comparison Shopping Game (20 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 21, Grade 7 Skills Checklist (Money Matters skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 62, Lindsay's Spending Diary
- Student Handbook pages 63-64, Class Trip
- Student Handbook page 65, Comparison Shopping
- Student Handbook page 66, Snapple Ads
- Student Handbook page 67, Boot Ads
- Student Handbook page 68, Basketball Ads

Overhead projector

Calculators (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Review a weekly spending diary and create a budget that saves \$25 a week.
- Use ads to comparison shop and discover benefits of comparison shopping.

OVERVIEW

In this lesson, students review a sample spending diary, categorize expenses, and are given the task of figuring out where to cut \$25 in a weekly budget. A comparison shopping game challenges students to identify the better buy by comparing and contrasting ads for similar products.

PREPARATION

- List the **BIG IDEA** and the day’s activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- If desired, for **Activity I**, item 2, write the four choices on chart paper or a transparency for easy reference.
- Make a transparency of **Student Handbook page 62, Lindsay’s Spending Diary, Student Handbook pages 63-65, Class Trip, and Student Handbook page 65, Comparison Shopping.**

VOCABULARY

Budget (noun): a plan for how money will be earned and spent.

Convenience: degree to which something saves time and effort.

Comparison shopping: shopping for the best buy, by comparing prices, brands, and stores.

Quality: how good something is or how well made it is.

IMPLEMENTATION OPTIONS

If your students know the correct answers to the “opinions” in Activity I, no need to repeat the exercise in the Wrap-up.

You may prefer to do Activity II as a whole-class activity.

In Activity III, Part 3, you may wish to model the note-taking needed to compare the Snapple ads.

ACTIVITY STEPS

I. Warm Up: Money Matters (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you kept spending diaries last week? [Congratulate students who completed the assignment and award them the reward you indicated they would receive the previous week.] Was anyone surprised by how quickly little things added up?

Today we're going to learn how you can use that very same spending diary to help you save money. We'll also learn about asking the right questions before you buy something so that you can save your money, time, and more.

2. But first, let's take a quick survey and see where you are on the whole topic of budgeting. I'm going to read you some opinions about making a budget. Please raise your hand every time you hear something that describes what you think. You can raise your hand more than once.
 - A budget helps you keep track of the money you spend.
 - Once you create a budget, you never have to think about it again.
 - A budget can help you make day-to-day spending decisions.
 - Rich people never have to think about budgets.

[Don't ask students to explain their answers here, but let them know that they'll have a chance to consider these ideas during class and see if they hear anything that causes them to change their minds.]

II. Class Trip (15 minutes)

1. **SAY SOMETHING LIKE:** Experts say that the best way to keep track of your finances is to spend a few weeks writing down everything you spend your money on – everything! Once you have a really accurate picture of what you buy, you can figure out if you want to make any adjustments. For example, would you rather spend \$3 on snacks every day or buy a CD at the end of the week?

Grouping similar expenses - like food, transportation, clothing, recreation (fun) – makes it easier to get an idea of the big picture.

Let's see how this works.

2. [Have students refer to **Student Handbook page 62, Lindsay's Spending Diary.**]

SAY SOMETHING LIKE: Here's a list of all the stuff one 7th grader bought in a week. She was shocked at how quickly the money added up - \$103.83 in all. Now she needs to cut \$25 from her weekly expenses so she can save money for a class trip.

3. [Have students get into pairs and discuss the expenses in Lindsay's budget that seem unnecessary.]
4. [Have students turn to **Student Handbook page 63-64, Class Trip**, and read through the story at the top of the page. Ask how they can come up with a total for each expense category. (*Total the actual expenses from Lindsay's Spending Diary.*)]
5. [Explain the steps on the second page, and have students come up with suggested deductions and new totals for each category. Note Lindsay must ride the bus to and from school every day, so transportation is an area where she won't be able to save money. The total for all four categories cannot add up to more than \$78.83. That's Lindsay's new budget.]
6. [Give students a few minutes to come up with deductions and a new total for each category. Then ask the following questions to process this info:
 - Will all of your budgets look the same? Why or why not? (*Each person gets to decide how they want to spend their money. That's what budgeting's about.*)
 - Is Lindsay finished with her budget once she has the new total for each category? Why or why not? (*She has to keep track of what's she's spending to make sure she's sticking to her budget. If she's overspending, she has to figure out what's going wrong and make adjustments.*)]
7. Knowing in advance how much money you have to spend can help when you go shopping. If you know you want to buy a CD on Friday, you may decide to skip buying snacks on Monday, Tuesday, Wednesday, and Thursday. It's up to you.

III. Comparison Shopping Game (20 minutes)

1. Briefly share a time when you bought something at a price you thought was good only to find out later that you could have gotten it for a better price somewhere else. Then ask students if they've ever had a situation like yours. Allow time for students to tell their stories.
2. **SAY SOMETHING LIKE: Comparison shopping** involves comparing the prices and quality of similar items or brands. When you are able to find a product of the same

quality and amount for a better price, you've found a bargain! In the game you are about to play, you will put your shopper smarts to the test as you compare products, and determine which is the better buy.

[Display a transparency of **Student Handbook page 65, Comparison Shopping**, on the overhead projector.]

In each part of the game, you'll need to choose between two different products. Here are some of the things people consider when they're trying to decide what to buy. [Refer to chart.]

Which one of these do you think is most important to consider when deciding what to buy? (*price*) Let's look at some of the other things to consider.

- **Brand:** What things do you buy where the brand is important? What makes it important?
 - **Convenience:** How easy is it to get the product? If you can stop at a store on the way home from school, it's convenient. If you have to wait till the weekend for someone to drive you to the mall, it's not. (Note: If you live in a rural area, convenience may mean the difference between driving to the nearest shopping center or ordering something online and having it delivered right to your door. Sometimes people are willing to pay a higher price for convenience.)
 - **Features:** Do you need a cell phone with a 200-person phone book? A camera? The ability to play videos? Or do you just want to call your friends? Knowing what features are most important to you can keep you from going overboard and paying for things you don't need.
 - **Quality:** How well is the product made? Will it last a long time, or fall apart the first time you use it? If you have to replace it, it might not be the bargain you think it is.
3. [Divide the class into groups of 3-4 students each. Have the groups refer to **Student Handbook page 66, Snapple Ads**. Tell students they have four minutes to examine the ad, and determine at which store they'd buy their Snapple and why. They should consider each category (price, brand, etc) and jot down notes that will help them make their decision. When time's up, ask: Where would you buy your Snapple? Why? Have the groups share their choices and defend their reasoning.]
 4. [Have groups repeat Step 3 with **Student Handbook page 67, Boot Ads**, and then again with **Student Handbook page 68, Basketball Ads**. After each set of ads, ask

the same questions about which product they'd buy, where they'd buy it, and why.]

5. Great job! As you've discovered, comparing prices as well as quality, convenience, personal preference, and more can make you a smarter (and happier) shopper.

IV. Wrap Up: (5 minutes)

1. **SAY SOMETHING LIKE:** Let's go back to the opinions we voted on at the beginning of class.

Again, raise your hand every time you hear something that describes what you believe to be true about budgets. [Move quickly through the list, asking a student to explain his/her answer to each question.]

- A budget helps you keep track of the money you spend.
- Once you create a budget, you never have to think about it again.
- A budget can help you make day-to-day spending decisions.
- Rich people never have to think about budgets.

[Ask students if anyone changed their minds since the beginning of class, and what caused them to do so.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 21, Grade 7 Skills Checklist**. Have students complete the skills checklist questions for *Money Matters Skills*.

Money Matters

I can...

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

Lindsay's Spending Diary

Day	Item Bought	Amount Spent
Monday	Snapple	\$1.50
Monday	Trident gum	\$1.25
Monday	Bus to and from school	\$3.00
Tuesday	Rented DVD	\$5.50
Tuesday	Lunch at McDonalds	\$6.25
Tuesday	Bus to and from school	\$3.00
Tuesday	Gap t-shirt	\$10.00
Wednesday	Bagel with cream cheese and Tropicana orange juice	\$4.10
Wednesday	Bus to and from school	\$3.00
Wednesday	Arcade	\$10.75
Thursday	Bus to and from school	\$3.00
Thursday	School lunch	\$3.50
Thursday	CD	\$12.99
Friday	Snapple	\$1.50
Friday	Bus to and from school	\$3.00
Friday	Old Navy hat	\$7.49
Friday	2 slices of pizza and soda	\$5.00
Saturday	Movies	\$9.00
Saturday	Popcorn and soda	\$6.00
Sunday	Magazine	\$4.00

Class Trip



Lindsay gets a small allowance for doing her chores, which she can spend as she likes. Her mom gives her money for her basic needs. For example, her mom pays for lunch and the bus back and forth from school. Lindsay can sometimes talk her mom into buying something when they're in a store together.

In 4 weeks, Lindsay's class is going on a trip that will cost \$100. When her mom hears about it, she just shakes her head and says that it costs too much money.

Her mom agrees to pay for the trip if Lindsay can come up with a plan for saving money. How will she do it?

Lindsay divides the total she needs to save (\$100) by the time she needs to save it in (4 weeks,) and sees she'll have to save \$25 a week until the class trip. Lindsay uses a Spending Diary to write down everything her mom buys her for one week.

Expense	Last Week (total from spending diary)	Budget for Next Week
Food		
Transportation	\$15	\$15
Clothing		
Recreation (Fun)		
Total	\$103.83	\$78.83



Lindsay has to take the bus to school. This expense stays the same.

To save \$25 a week, Lindsay's total spending needs to be \$78.83 or less.

Use Lindsay’s Spending Diary to figure out how much she spends in each category.

STEP 1. Add up how much she spent in each category last week. Write each total in the correct box. (An example has been provided in each category.)

FOOD		CLOTHING		RECREATION	
Item	Cost	Item	Cost	Item	Cost
Trident gum	\$1.25	Gap t-shirt	\$10.00	Rented DVD	\$5.50
TOTAL		TOTAL		TOTAL	

STEP 2: List some of the things you think she can do without. A Snapple? A CD? A bagel in the morning? (Remember, you’ll need to find \$25 worth of stuff she doesn’t need.)

	Item	Cost
Example:	Old Navy hat	\$7.49
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

STEP 3: Subtract each unneeded item from the category where it belongs. Write the new totals for each category in the boxes under “Budget for Next Week”. These numbers show how much Lindsay can spend next week in each category. (Remember: total expenses for Food, Clothing, Transportation, and Recreation can be no more than \$78.83.)

FOOD		CLOTHING		RECREATION	
TOTAL		TOTAL		TOTAL	
	-	\$17.49	- \$7.49		-
	-		-		-
	-		-		-
	-		-		-
Budget for Next Week		Budget for Next Week		Budget for Next Week	

Comparison Shopping

Facing a tough buying decision? Use a chart to compare products.

Iced Tea

Choices	Price	Brand	Convenience	Features	Quality
Joe's Corner Store					
Stop N' Shop					

Work Boots

Choices	Price	Brand	Convenience	Features	Quality
Timberland					
Payless					

Basketball

Choices	Price	Brand	Convenience	Features	Quality
Wilson Evolution					
Spalding NBA					

Joe's Corner Store



16 oz

Buy your ice-cold Snapple here!

All your favorite flavors.

Only \$1.25 each.

STOP&SHOP

Weekly Super Saver



3/16 oz. bottles only 1.99 with coupon

Selected flavors

Sale ends one week from today

Sale



**30% off while supplies last
Timberland 6" Premium Work Boot
\$145**

There's just no substitute for a sturdy, Guaranteed Waterproof boot to keep feet comfortable and dry, rain or shine. And we've been making this one since we opened our doors over thirty years ago. Rugged and dependable, we like to think of it as the role model for everything we make today. Imported.

- Customize this boot for an additional \$30
- Premium Guaranteed Waterproof nubuck leather for comfort, durability and abrasion resistance
- Direct-attach waterproof construction keeps feet dry and comfortable
- Durable laces with Taslan fibers for long-lasting wear
- Rubber lug outsole for traction and durability
- Padded collar for a comfortable fit that locks out debris
- Rustproof hardware for long-lasting wear
- Embossed logo on side



Payless Waterproof Work Boot

\$24.99

Stay Dry! Manmade upper laces up the front for a good fit. Shoe is made from water resistant materials to keep feet dry. Rubber sole is flexible. Padded insole provides all day comfort. Padded collar provides additional comfort around the ankles.

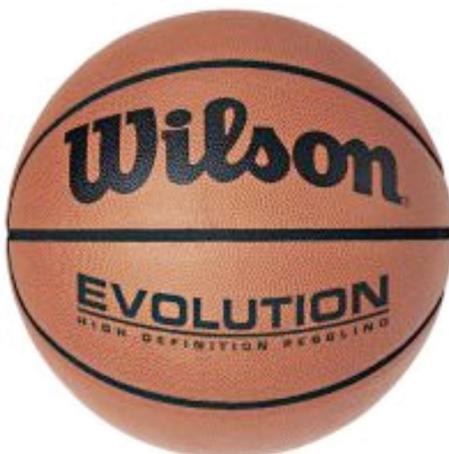
NBA League Gear Spalding NBA Game Ball



Model No. 043995279

\$99.99

- The official game basketball of the NBA.
- Pro wide channel design.
- Top grain leather panels with deep pebbles.



Wilson Evolution Composite Indoor 29.5 Basketball

Wilson Evolution Composite Indoor Basketball allows you to give it your best shot everytime. The High Definition Pebbling provides a better grip for improved ball control and durability. Plus, the Cushion Core technology provides a softer feel.

Just **\$39.99** at



VALUES

Lesson Descriptions

Values 1: Values

What values are most important to me?

PLANNING PYRAMID

GRADE 7, Unit 7, Values



Some Students Will:

- Explain how their values influence their career choices.

Most Students Will:

- Describe why the values they've chosen are important.

All Students Will:

- Identify values that are important to them.

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The **BIG** Idea

- What values are most important to me?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's the Right Price? (5 minutes)
- II. Measuring What Matters (10 minutes)
- III. My Values (10 minutes)
- IV. Values Auction (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS **PORTFOLIO PAGES:**

- Portfolio page 18, What Matters Most
- Portfolio page 19, Personal Values
- Portfolio page 21, Grade 7 Skills Checklist (Value skills only)

 FACILITATOR PAGES:

- Facilitator Resource 1, What Price Is Right?
- Sheet of paper or large index cards, (four per group or individual white boards with markers for warm-up)
- Slips of paper or 1/2 small index cards, (one per student for Values Auction)
- Newsprint/posterboard, 5 sheets
- A container (hat or bag)
- \$500 in Monopoly money, or money chips (varied denominations, i.e., one \$100, four \$50s, five \$20s ten \$10s) and a "bank" for making change.

OBJECTIVES

During this lesson, the student(s) will:

- Begin to define their personal values by recognizing common themes among things they identify as being "important" to them.

OVERVIEW

This lesson gives students an opportunity to look at the role of values in guiding and shaping our lives. Students guess the price on big-ticket material goods, then move on to identify the things (such as friends and family) they value most. Next, students participate in an in-class auction, using play money to bid on what they hold to be most valuable. Finally, students pick one value and reflect on what role it will play in guiding their future choices.

PREPARATION

- Write the **BIG IDEA** and day's agenda on the board.
- Create a newsprint/posterboard copy of each item from **Facilitator Resource 1, What Price Is Right?**
- Write the open-ended statements for the wrap-up on newsprint/blackboard.

IMPLEMENTATION OPTIONS

I. WARM UP

- You may wish to have students guess prices individually rather than in teams.
- You may wish to research the current prices of the items listed or choose items that are currently popular.

IV. VALUES AUCTION

To make bookkeeping easier and allow the auction to proceed at a brisk pace:

- Distribute your own paper “money” in large denominations, and raise prices by \$25 or \$50 at a time.
- Have students put “spent” money in an envelope to be turned in at the end of the game.

As you are getting down to the final auction items, you may find that some students who have purchased items don't have enough money left to compete. You can recommend that they pool their money with classmates who are trying to buy a value, but also don't have enough money, so that they can “share” a value.

V. WRAP-UP

To make sure students are focused, you may want to conduct the values discussion before the auction begins.

ACTIVITY STEPS

I. WARM-UP (5 minutes)

1. As you welcome the students, ask them how many of their parents, grandparents, or guardians watch “The Price Is Right.” Ask how many of them watch the show. Tell them that their first activity today will be a team competition based on this popular game show where they will have to guess the price of luxury or dream items. Explain that unlike the show, they will not be winning any of these items – or other prizes – because the purpose is to see how much they know about the “value” of things.
2. Use an engagement strategy to divide the students into four teams. Give each group four pieces of white copy paper or large index cards and a fine tip marker.
3. Display the first “Item for Bid” (Nintendo Wii) you created from **Facilitator Resource 1, What Price Is Right?** on newsprint/posterboard. Explain that of the three prices listed, only one is correct.

Tell the groups they have 20 seconds to come to consensus about which price is right, and write it on their card. Time the groups as they collaborate, call time and tell them to hold up their guesses. Award 5 points to each group that gets the correct answer.

Use the same process as you display items No.2 (J Lo’s engagement ring), No.3 (52” plasma HDTV) and No.4 (GMC Yukon) for bid. Time the collaborations, award points as the teams guess correctly. Add up the team points and announce the winner(s).

4. Guide the students in a discussion about the factors (status, supply v. demand, etc.) that determine how “value” is assigned to material things in our lives.

II. Measuring What Matters (10 minutes)

1. **SAY SOMETHING LIKE:** While these material things have a lot of monetary value, there are things that we care about deeply in our lives on which we could never place a price tag – they are, as a popular commercial states – “priceless.”

[Refer students to **Portfolio page 18, What Matters Most**. Tell the students to look over the list and take a minute to choose those things that are important or valuable to them by placing a “V” on the line in front of the item. Explain that they should list other things that they care about deeply in the section, “Other things that are important to me.”]

2. [Allow the students about a minute to complete their checklist.]

SAY SOMETHING LIKE: Now I want you to look over your list of “Vs” and using the chart at the bottom of the page prioritize your “valuable” items.

[Explain that they are to write the things that are most important to them in the “Matters the most,” section of the chart, and those that they could do without if they had to in the second column.]

3. [Use an engagement strategy to get the students into pairs. Use another engagement strategy to determine which student will go first as they share with their partners why they selected the things on their “Matters the most” list and why the things on their “Important, but I could do without it if I had to” list are not as important as the preceding list.]

[Get their attention and ask them to look over the items on their list one more time. Tell them they have an opportunity to decide now if there is anything they want to add or “move” to their “Matters the most” list.]

III. My Values (10 minutes)

1. Instruct students to turn to **Portfolio page 19, Personal Values**. Tell them that they are going to choose one value from **Portfolio page 18, What Matters Most** to reflect on and write about, but before they make a choice, it’s a good idea to know what they are going to be asked. Give students one minute to read the questions quietly to themselves. When they are finished, they should choose one very important value and complete the questions.

IV. Values Auction (15 Minutes)

1. Distribute a slip of paper or ½ of a small index card (writing utensils, if necessary) to each student. Tell them to choose something very valuable to them – it can be a value from their list or something that they own that is worth a lot of money or has great sentimental value - and to write it neatly on the paper or index card. Have them fold the paper or card in half and place it in the container.

Ask the students if they have ever been to an auction, or know what happens at an auction. Let volunteers share what they know, clarify any misconceptions and explain that they are about to participate in a “Values Auction” where they will bid on items placed on the “Matters the Most” auction block.

2. Distribute \$500 in monopoly money, or money chips you've created, to each student. Make sure the denominations are varied so that students can easily pay for their purchases. Have a "bank" ready to make change.

Explain that there will only be _____ (Note: The number of items depends on the number of students in your class for that day) items up for bid so they may want to reserve some of their money to bid on items that matter most to them.

3. Select a banker to help with the auction process. Let the banker know she or he can bid on items she or he wants.
4. Take one of the items from the container, read it to the class, and in true auctioneer jargon ask "How much am I bid for (name of item)." Conduct the bidding as much like a real auction as possible, making it fast and fun! As you come across items that have already been auctioned, put them to the side, auctioning only original items in the first round. Go back and auction the repeat items to make sure everyone has had a chance to buy at least one value.

V. Wrap Up (5 minutes)

1. Ask students to think for a minute about one way in which one of the values they "purchased" guides their actions or behavior. Show them the open-ended statements, from the list below, that you've written on newsprint/blackboard and tell them to complete one of the statements with their own thoughts and feelings. Allow volunteers to share their statements as time permits.

Open-ended statements:

- This value allows me to...
- This value helps me to...
- This value gives me...
- This value will/will not influence my education or career decisions because. . .

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 21, Grade 7 Skills Checklist**. Have students complete the skills checklist questions for Taking Tests skills.

VALUES

I can...

Identify the values that are important to me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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What Price Is Right?

Nintendo Wii

Customer Choice Bundle

\$299.98 \$563.64 \$389.99

(Correct answer is \$563.64)

Jennifer Lopez's (J LO's) Pink (6.1 CARAT)

Engagement Ring From Ben Affleck

\$6 MILLION \$2 MILLION \$10 MILLION

(Correct answer is \$2 million)

Sony Bravia 52" LCD Flat Panel HDTV (5 Star)

\$5499.50 \$3999.99 \$2188.72

(Correct answer is \$3999.99)

2008 GMC Yukon Hybrid-4WD Base Price

\$53,775 \$44,155 \$70,499

(Correct answer is \$53,775)

What's most important to you?



What Matters Most

Identifying

Write a "V" beside each value that is important to you. Write other things that are important on the lines below "other things."

- | | |
|--|--|
| <input type="checkbox"/> Spending time with friends | <input type="checkbox"/> Loving someone |
| <input type="checkbox"/> Spending time with family | <input type="checkbox"/> Having one good friend |
| <input type="checkbox"/> Practicing my faith/spiritual beliefs | <input type="checkbox"/> Having lots of friends |
| <input type="checkbox"/> Spending time alone listening to music or reading | <input type="checkbox"/> Having lots of money |
| <input type="checkbox"/> Being part of a sports team or youth club | <input type="checkbox"/> Helping others |
| <input type="checkbox"/> Being loved | <input type="checkbox"/> Having time to do the things I like |
| | <input type="checkbox"/> Getting good grades |

Other things that are important to me:

<hr/>	<hr/>

Prioritizing

Look at each thing marked with a "V" above. Write the things that are most important to you on the lines under "Matters the most." Write the less important things on the lines under "Important, but I could do without it if I had to."

Matters the most	Important, but I could do without it if I had to
<hr/>	<hr/>

How will your values
affect your plans for
the future?



PERSONAL VALUES

Choose one value from the “What Matters Most” page in your portfolio that you identified as being important to you. Use the guiding questions below to explain how that became one of your personal values.

1. What value did you choose?

2. Why is this value important to you?

3. How will this value affect the choices you make about your future career?

Example: The value I chose was family, so I hope to find a job where I live fairly close to home.

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PORTFOLIO REVIEW

Lesson Descriptions

Portfolio Review 1: Year in Review

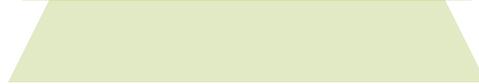
In this lesson, students have the opportunity to celebrate what they've accomplished during the year – through a friendly game of Jeopardy, a review of their Portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PLANNING PYRAMID

Grade 7, Unit 8, Portfolio Review



Some Students Will:



Most Students Will:



All Students Will:

- 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 in Roads to Success this year?

AGENDA

Approx. 45 minutes

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

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 20-22, Grade 7 Skills Checklist

FACILITATOR PAGES:

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

- Play money in \$100 dollar denominations (OPTIONAL)

- Timer (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

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

OVERVIEW

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

PREPARATION

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

IMPLEMENTATION OPTIONS

JEOPARDY OPTIONS:

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

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

ACTIVITY STEPS

I. Warm Up (5 minutes)

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

II. Jeopardy (20 minutes)

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

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

SAY SOMETHING LIKE: The object of the game is to accumulate money (or in this case, points) by answering questions correctly. Categories are written across the top of the board. Players choose a category, for example, Careers, and a money value from \$100 - \$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 1 minute or hum the Jeopardy theme twice through while each team privately records its answer.

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

III. Portfolio Review (10 minutes)

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

IV. Wrap Up: Skills Checklist (10 minutes)

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

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

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

Final Jeopardy: Money Matters

Tell 2 ways budgeting and setting goals are alike.

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

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



Grade 7 Skills Checklist

Check the box that shows your level of skill in each area.
Then answer the questions below.

SETTING GOALS

I can...

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

I can...

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

STUDY SKILLS

I can...

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

CAREERS

I can...

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

MONEY MATTERS

I can...

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

VALUES

I can...

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

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

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