

Facilitator's Guide:

**Grade 9
(9–12)**

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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: Team Building

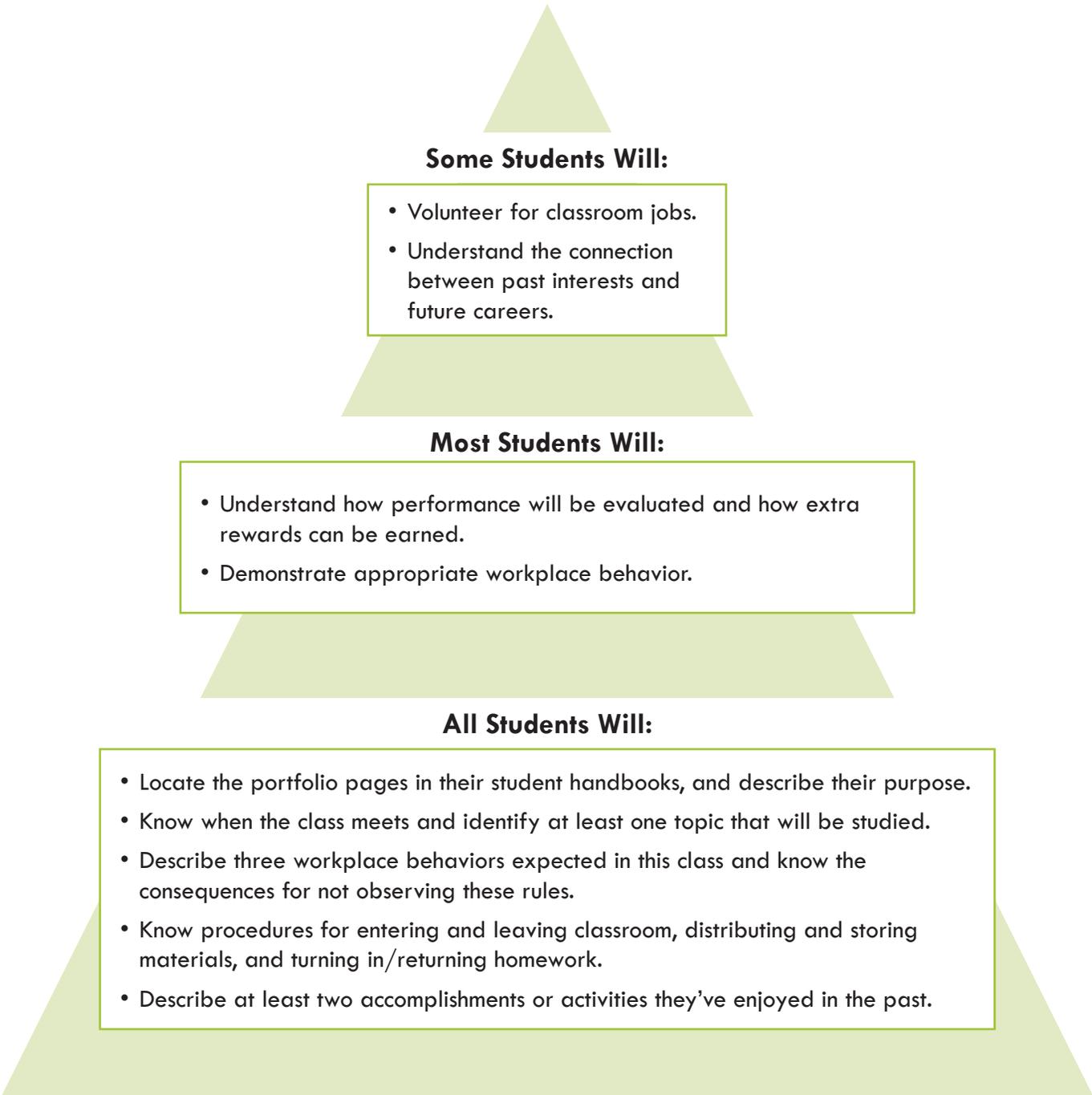
Students set a personal short-term goal for each Roads to Success goal and examine how they can demonstrate respect, responsibility and teamwork in Roads to Success.

Introduction 3: Autobiography

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

PLANNING PYRAMID

GRADE 9 (9–12), Unit 1, Introduction



Some Students Will:

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

Most Students Will:

- Understand how performance will be evaluated and how extra rewards can be earned.
- Demonstrate appropriate workplace behavior.

All Students Will:

- Locate the portfolio pages in their student handbooks, and describe their purpose.
- Know when the class meets and identify at least one topic that will be studied.
- Describe three workplace behaviors expected in this class and know the consequences for not observing these rules.
- Know procedures for entering and leaving classroom, distributing and storing materials, and turning in/returning homework.
- Describe at least two accomplishments or activities they've enjoyed in the past.

Culture and Procedures

The **BIG** Idea

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

AGENDA

Approx. 45 minutes

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

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 1, Roads to Success Overview
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Name Tent Directions
 - Facilitator Resource 3, Procedures
- MEDIA:**
 - Futures Channel Career Montage Video (available for download at... <http://www.roadstosuccess.org/materials/video>)
- Colored 4 x 6-inch index cards (for name tents)
- Lined index cards (2 per student)
- Family Intro Letters (one class set)

OBJECTIVES

During this lesson, students will:

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

OVERVIEW

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

PREPARATION

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

BACKGROUND INFORMATION

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

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

VOCABULARY

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

IMPLEMENTATION OPTIONS

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

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

DO NOW:

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

Questions:

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

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

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

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

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

ACTIVITY STEPS

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

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

II. Procedures (10 minutes)

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

III. Roads to Success Culture (10 minutes)

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

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

Rules for Working in Groups (or Pairs):

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

task(s).

- Everyone has a right to be heard.
 - Make sure that every person in your group has a chance to contribute.
 - When you are working in groups, it is normal to have different opinions. If you disagree with what someone is saying, let him/her finish speaking, and then calmly explain why you disagree.

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

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

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

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

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

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

1. **SAY SOMETHING LIKE:** One of the things we'll be talking a lot about is planning for the future. Who knows what they want to do when they get out of high school? [If students answer college, ask about plans afterward. If students mention wanting to go straight to a job, ask them what type of job they are considering. Keep this exchange brief and playful.]
2. **SAY SOMETHING LIKE:** It's so great hearing about the ideas you already have about what kind of job you think you might like to have after graduating. One of our goals this year is to explore and learn about new careers that you might enjoy. In a minute, you are going to watch a video that highlights a few careers. While you are watching the video, keep an eye out for careers you have never seen before. You will need to write down the name of one career from the video and a few sentences to explain what you thought about that career.
3. [Before you start the video, give each student an index card. When the video is finished, give students two minutes to finish writing down their thoughts on one career of interest. Tell the students one career you found interesting and explain why. Then call on a few students to share their answers. (See **Implementation Options** for suggestions.)]

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

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

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

DO NOW

Introduction 1: Culture and Procedures

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

Questions:

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

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

NAME TENT DIRECTIONS

You will have *TWO* minutes to complete the tasks below.

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

PROCEDURES

I. ENTERING THE CLASSROOM

- _____

- _____ will take the attendance.

II. BINDERS

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

III. TURNING IN and RETURNING WORK

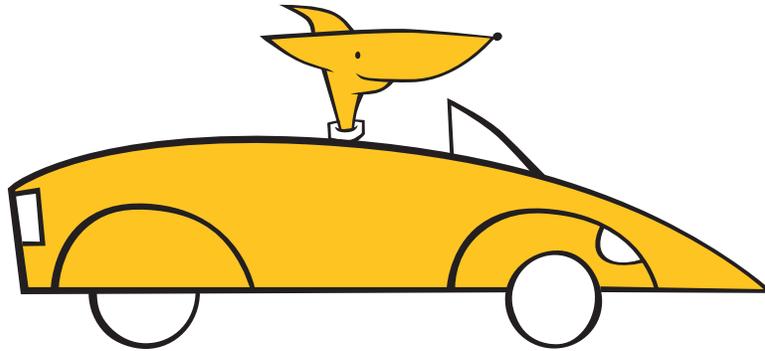
- Where and how do I turn in work? _____

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

IV. EXITING THE CLASSROOM

- _____

Roads to Success Overview



Your Mission

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

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

Your Grade

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

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

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

- Follow Roads to Success rules and procedures.

Your Portfolio

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

Team Building

The **BIG** Idea

- What behaviors are required for success in the workplace and how can we practice these behaviors in the classroom?

AGENDA

Approx. 45 minutes

- I. Warm Up: Procedure Review (5 minutes)
- II. Respect, Responsibility, and Teamwork (15 minutes)
- III. Our Destination (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 2, Respect, Responsibility, and Teamwork
 - Student Handbook page 3, Our Destination
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Successful Behaviors
- Laptop and LCD projector (OPTIONAL)

OBJECTIVES

During this lesson, students will:

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

OVERVIEW

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

PREPARATION

- Sign in to RUPrepareND.com and select Choices Planner. Type “carpenter” into the Search box and click **Go!** Click on **Watch Video** and review a carpenter’s activities. Be prepared to share this one-minute video clip during class. (Note: other photos and information about carpentry may be substituted for those found on RUPrepareND.com.)
- List the day’s **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 2, Respect, Responsibility, and Teamwork**
 - **Student Handbook page 3, Our Destination**
 - **Facilitator Resource 1, DO NOW** (optional)

VOCABULARY

Interpersonal skills: The way in which a person interacts with other people.

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

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

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

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

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

ACTIVITY STEPS

I. Warm Up: Procedure Review (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]
2. [Review and practice the procedures learned last week, reminding students where to find these procedures in their student binders. If necessary, have students re-enter the classroom and distribute the binders, take attendance, turn in work, etc.]

II. Respect, Responsibility and Teamwork (15 minutes)

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

III. Our Destination (20 minutes)

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

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

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

IV. Wrap Up (5 minutes)

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

DO NOW

Introduction 2: Team Building

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

Questions:

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

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

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

Successful Behaviors

1. RESPECT

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

2. RESPONSIBILITY

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

3. TEAMWORK

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

RESPECT, RESPONSIBILITY, AND TEAMWORK



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

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

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

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

Our Destination

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

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

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

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

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

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

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

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

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

- After graduation, I plan to...

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

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

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

- My biggest money issues are...

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

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

Autobiography

The **BIG** Idea

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

AGENDA

Approx. 45 minutes

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

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 4–5, Autobiography
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Sample Bios
 - Facilitator Resource 3, Autobiography Rubric
 - Facilitator Resource 4, Autobiography Bingo Card.
- Facilitator Bio, one copy per student

OBJECTIVES

During this lesson, students will:

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

OVERVIEW

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

PREPARATION

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

VOCABULARY

Autobiography: The story of your life told by you.

IMPLEMENTATION OPTIONS

DO NOW

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

Questions:

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

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

ACTIVITY STEPS

I. Warm Up (5 minutes)

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

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

II. Autobiographies (25 minutes)

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

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

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

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

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

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

III. Autobiography Bingo (10 minutes)

1. **SAY SOMETHING LIKE:** I am really impressed at how well you all worked on your autobiographies. Now, we are going to play a game to help you get to know a little more about each other. The name of our game is “Autobiography Bingo.” [Distribute **Facilitator Resource 4, Autobiography Bingo Card**. Point out that each Bingo box describes someone, or refers to an item the students might have in common. Tell them the lines in each box are for signatures.]
2. [Explain that the goal of “Autobiography Bingo” is to find people in the room who fit the description in each Bingo box, and get them to sign your card in that box. The first person to get five boxes signed in a row **by different people** wins. Hold up your card (or display it using an overhead projector) to show them that they can get Bingo vertically, horizontally, or diagonally. Remind them that the free space in the middle counts.]

[The rules are as follows: 1) No shouting or running. 2) You must be honest. 3) If you fit the description, you must sign if asked. 4) There is no limit to the number of cards you can sign.]

[Ask if there are any questions, and when everyone is ready, shout, “Go!” Walk around the room to make sure everyone’s playing by the rules.]
3. [When someone shouts “Bingo!” check his/her card. If it’s in order, give him/her a prize. If there’s time left, and you want to give out more prizes, let the other students continue playing until you have second and third place winners.]

IV. Wrap Up (5 minutes)

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

DO NOW

Introduction 3: Autobiography

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

Questions:

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

2. Why are those skills important for this course?

K'S MIDDLE-SCHOOL CAREER BIO

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



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

TONI'S BIO

Dear Roads to Success Students:

I can't wait to meet all of you!

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

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

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

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

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

Sincerely,

Ms. K



Autobiography Rubric

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

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

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

AUTOBIOGRAPHY BINGO CARD

Has same number of siblings as me <hr/>	Does chores at home <hr/>	Likes pepperoni pizza <hr/>	Has performed on stage <hr/>	Has same number of letters in first name as me <hr/>
Has a dog <hr/>	Wearing green <hr/>	Has same career interests as me <hr/>	Ate cereal for breakfast <hr/>	Good with tools <hr/>
Has same math teacher as me <hr/>	Plays a sport <hr/>	FREE	Studies/speaks another language <hr/>	Plans to go to college <hr/>
Wearing sneakers <hr/>	Plays video games <hr/>	Plays a musical instrument <hr/>	Reads the newspaper at least once a week <hr/>	Has same first period class <hr/>
Walked to school today <hr/>	Wearing same color shirt as me <hr/>	Has brown eyes <hr/>	Has same color hair as me <hr/>	Likes to eat veggies <hr/>

SETTING GOALS

Lesson Descriptions

Setting Goals 1: Setting Goals

How can I set goals that work?

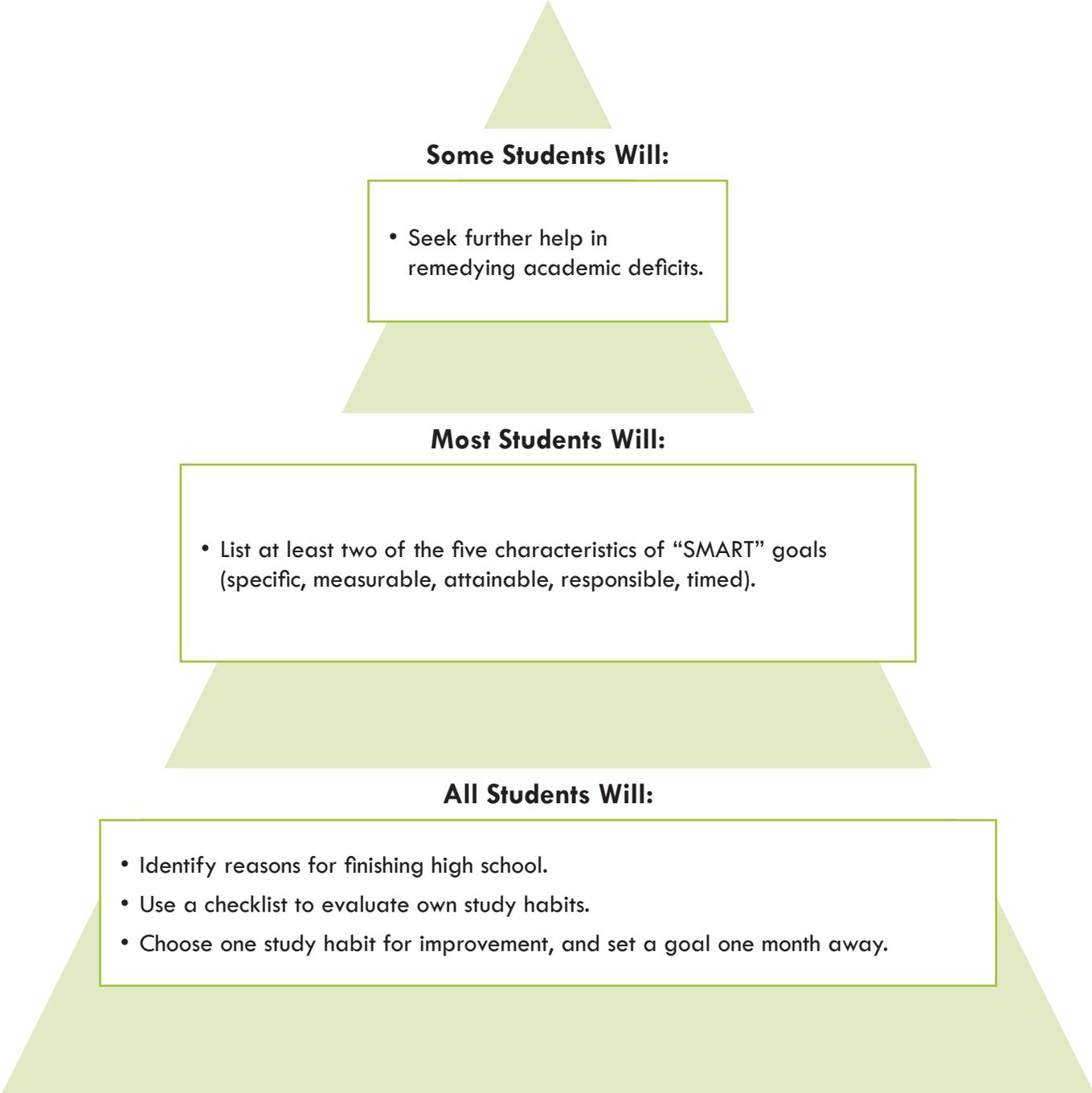
Setting Goals 2: High School Matters

How will a high school degree affect my future?

Note: *This lesson requires coordination with your school counselor.*

PLANNING PYRAMID

GRADE 9, Unit 2, Goal Setting



Some Students Will:

- Seek further help in remedying academic deficits.

Most Students Will:

- List at least two of the five characteristics of “SMART” goals (specific, measurable, attainable, responsible, timed).

All Students Will:

- Identify reasons for finishing high school.
- Use a checklist to evaluate own study habits.
- Choose one study habit for improvement, and set a goal one month away.

Why Ninth Grade Matters

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?

Passing ninth grade courses is key to success in high school. Other signs your teen is on the right track:

- Good attendance
- Feels connected to classmates and school
- Hangs out with kids who intend to graduate

To a freshman, the four years until high school graduation seem like forever. To a ninth-grader, graduation is one-quarter of a life-time away! But ninth grade is an important step in your son or daughter's education. Here's why:

Grades count. From now on, the courses he takes and the grades he gets are part of his official transcript. This information may be requested by future employers and colleges he wants to attend.

Skills count. Not every college or employer requires top grades, but your teen will need basic math and reading skills no matter what she does next.

Good beginnings count.

Students who do well in ninth grade are much more likely to finish high school. Here are some ways you can help make your student's first year a success.

• Getting organized

Does your student know how to keep track of homework, take notes, plan for long-term assignments, and organize school materials? If not, help him set up a study plan that works for him. (At the beginning of the year, check every day to make sure he's following through. It takes



weeks for a new routine to become a habit.)

• Getting basic skills

If your student is reading below grade level or struggling in math, she has to work extra hard to "get" ninth grade material. Talk to her teacher or guidance counselor about school programs that provide extra help.

• Getting the message that this is important

Your high expectations are a big factor in your student's success. Make sure your message is clear. "This is important, and I know you can do it. I'll do whatever it takes to help you succeed."

Grade by Grade: Setting Goals

In ninth grade, Roads to Success students take a look at the habit needed for success in school—like going to class each day, taking notes, writing down homework assignments, and finding a time and place to study.

Then, each student creates a "SMART" goal for improvement. Each

goal must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imed. A goal like "I want to do better in science" isn't considered "SMART" because it's not clear what the goal-setter has to do, or when he has to do it.

"I will get a B on my next science test by reviewing my notes

every night after school and asking questions in class when something isn't clear" is specific and measurable. It's clear what is expected, and when. It's easier to reach a goal when you know exactly what has to be done to get there.

To find out more, check us out on the Web at www.roadstosuccess.org.

Setting Goals

The **BIG** Idea

- How can I set goals that work?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Smarties (10 minutes)
- II. SMART goals (10 minutes)
- III. What's Your Goal? (10 minutes)
- IV. Your Own SMART Goal (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 1–2, Ninth Grade Goals
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 6, SMART Goals Record Sheet
 - Student Handbook page 7, Setting SMART Goals
 - Student Handbook pages 8–9, Ninth Grade Goals Reflection
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Smarties Scoring System
- Copies of Academic Resource List (See **Preparation**)
- Smarties candies (two rolls per person)
 - NOTE:** Due to concerns about obesity, diabetes, and other issues surrounding candy in school, you may prefer to use an alternative like beads. Ensure items are stackable before trying this with your class.
- One-minute timer (a watch or timer with alarm is best)
- Chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Use the “SMART” criteria to evaluate a goal.
- Set a goal for improving study skills that can be accomplished in one month.

OVERVIEW

This lesson begins with an exercise in goal-setting: how many Smarties candies can students stack vertically in a single minute? After several attempts with changing parameters, students learn how to set a “SMART” goal—one that’s specific, measurable, attainable, realistic, and timed. Students evaluate a goal set by a hypothetical student, then decide on goals of their own for improving their study habits.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 6, SMART Goals Record Sheet**
 - **Student Handbook page 7, Setting SMART Goals**
 - **Portfolio pages 8–9, Ninth Grade Goals**
- For **Activity II, Item 4**, write the “Smart” goal criteria on chart paper.
- In advance of teaching this lesson, you should research what resources are available in your school and community for students who may need additional academic support. The school counselor might have suggestions. You should get school administration approval on any outside resources that you wish to include. Create a list of resources to distribute to students and review during the discussion of study skills and setting goals.

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.**)*

Question:

1. When you set a goal it should be specific, measurable, and timed. Explain what each of these three criteria mean and why they are important for setting goals.

[Give the students three to four minutes to answer this question. Then have a few students share their responses with the class at the beginning of **Activity II, SMART Goals.**]

In the **Warm Up**, if you are concerned about your students' behavior during the Smarties exercise, you can choose one of the following adaptations:

- The facilitator and one student will compete for both rounds of the Smarties challenge. Goal setting for round two should be conducted as a class.
- The facilitator and one student participate in the first round of the activity. If the students are well behaved, have the rest of the class participate in the second round. Students should use their observations from the first round to inform their goal-setting process.

If your students are not given planners from your school, you may want to purchase small notebooks for students to record their homework assignments.

ACTIVITY STEPS

I. Warm Up: Smarties (5 minutes)

1. [Distribute Smarties (two rolls per person) and direct students' attention to **Student Handbook page 6, SMART Goals Record Sheet**. Decide in advance if students will be permitted to eat the candy at the end of the activity and let them know your expectations.

Note: Candies tend to chip around the edge with handling; if you intend to use the candy with subsequent classes, stacking may be more difficult.]
2. [Explain the task—to stack as many candies as possible in a vertical column, using only one hand, in one minute. Before they begin, students must estimate the number of candies they can stack (i.e., set a goal).]
3. [**Display Facilitator Resource 2, Smarties Scoring System** using an overhead projector. Explain the scoring system and walk the students through the three examples, using the information below.

SCORING:

- Candy stacks must be standing five seconds after the buzzer to count.
- If the goal is **NOT** reached, count five points for each candy stacked.
- If the goal **IS** reached, count 10 points for each candy stacked (up to the goal). Add five points for each additional candy stacked (over the goal).

Example:

You set a goal of 15 Smarties for your first round.

If your actual performance was UNDER your goal:

Actual performance 10

Score calculations = actual performance x 5

Score = 10 x 5 = 50

If your actual performance is the SAME as your goal:

Actual performance 15

Score calculations = actual performance x 10

Score = 15 x 10 = 150

If your actual performance is HIGHER than your goal:

Actual performance 18

Score calculations = (Goal x 10) + (# of Smarties over your goal x 5)

Score = (15 x 10) + (3 x 5) = 150 + 15 = 165]

[Once the scoring system is explained, let students know that their mission is to set the highest **achievable** goal possible. If they don't reach it, they only get five points per candy instead of 10.]

4. [Then ask participants to set their goal for the first round (no practicing allowed).]
5. [After everyone has set a goal, say, "go" and start the timer. Circulate to be sure the "use only one hand" rule is being followed.]
6. [After the buzzer sounds, count five additional seconds out loud. Stacks must remain standing for five seconds after time is called to count. Ask people to calculate their scores and record them on the record sheet. Determine who stacked the most and who had the highest score (not always the same person). Discuss any unusual approaches you or others used or observed.]

II. SMART Goals (10 minutes)

1. [Ask participants to set and record a new goal for the second round, using what they learned in round 1 to make a better estimate.]
2. [After they have recorded their goals, but just before you start the time, announce that in round 2, they must stack with their non-dominant hand. (If there are moans and groans, explain that life is full of surprises!) Proceed with the second round, repeating the process explained above.]
3. [Debrief the activity using questions such as these:
 - In the first round, how accurate were your goals? Too low/high/right on target?
 - How did goal setting change in the second round? What strategy did you use?
 - What environmental influences came into play? How did you respond to those?
 - What lessons about goal setting can we draw from this exercise?]

4. [Using chart paper, an overhead projector, or the board, introduce and discuss the attributes of SMART goals.

S = Specific (detailed, not general or vague)

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

A = Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)

R = Realistic (person is willing and able to do the work involved with this goal)

T = Timed (establishes a time frame for accomplishing the goal)]

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

[Smarties/SMART Goal activities used with permission of CFED/Rural Entrepreneurship Through Action Learning.]

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

1. **SAY SOMETHING LIKE:** How many of you have a long-term goal that includes college? The big question is: what can you do at the beginning of your high school career to make sure that you realize this goal? (Student answers should include a need to study, get good grades, etc.)

Let's see what you can do to make that happen, starting today. Please turn to **Portfolio pages 1–2, Ninth Grade Goals** [first page]. This is a list of study habits of good students. The more of these habits you make part of your life, the better you'll do in school. Guaranteed. 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 pages 1–2, Ninth Grade Goals** and the overhead projector.]

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

N for never

S for sometimes

A for always

[Model this on the overhead projector.]

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

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

IV. Your Own SMART Goal (15 minutes)

1. **SAY SOMETHING LIKE:** Each of you has now identified one study habit you want to improve. Now we have to figure out how to make these goals into SMART goals. Before you work on your own goal, let's practice one together. Who remembers the five criteria that SMART stands for? [Allow students to respond.]

[Display **Student Handbook page 7, Setting SMART Goals** using an overhead projector. Instruct students to turn to this page. Assign pairs. In their pairs, students will decide if the sample goal fits the five criteria for SMART goals. Give them three minutes to complete part 1, and then go over the answers as a class.

PART I

- Is this goal **Specific**? No, there is no mention of her goal grade. Instead, she could say: "I want to get a B+ on the next science test."
- Is this goal **Measurable**? No, without a numerical goal grade there is no way for Jill to measure if she reached her goal.
- Is this goal **Attainable**? Not enough information. Jill should be able to raise

her science grade, but the question is by how much. We don't know if the test is tomorrow or weeks from now. It's also not clear what Jill will do to improve her study habits.

- Is this goal **Realistic**? Not enough information. Jill did not include a goal grade for her science test, so we have no way of knowing whether this goal is realistic.
- Is this goal **Timed**? No, she needs to set a specific goal date to see if her science grade has improved.

Once you have reviewed all the criteria above, as a class, you are going to revise Jill's goal to make it into a SMART goal.

Initial Goal = I want to do well on my next science test.

SMART Goal = I will do my science homework every night for the next three weeks, so that I can get a B+ on the next science test.

Write this goal on the overhead and instruct students to record it on their student handbook page. Make sure the students understand how the revised goal is *Specific, Measurable, Attainable, Realistic, and Timed.*]

2. [Refer students to the follow-up questions on **Portfolio pages 2–3, Ninth Grade Goals Reflection (1st page)** and give them a few minutes to complete it. If time permits, have students share their SMART goal with a partner. Students should help their peers revise any goals that do not fit the SMART criteria.]
3. [Ask the students if any of them identified after-school tutoring (or whatever your school provides) as one of the things that might help them to meet their goal. Distribute the Academic Resource List (see **Preparation**) and encourage students to seek additional help if they need it.]

V. WRAP UP (5 minutes)

1. [Congratulate the students on all their hard work. Tell them they have already come a long way in a very short time. Explain that thinking about how to make choices today will help them achieve their goals further down the road.]
2. [Tell them that next week they'll learn how to make a four-year plan for their high school courses.]

Smarties/ SMART Goal activities used with permission of CFED/Rural Entrepreneurship Through Action Learning.

DO NOW

Setting Goals 1: Setting Goals

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

1. When you set a goal it should be specific, measureable, and timed. Explain what these three criteria mean and why they are important for setting goals.

SMARTIES SCORING SYSTEM

- Candy stacks must be standing five seconds after the buzzer to count.
- If the goal is **NOT** reached, count five points for each candy stacked.
- If the goal is reached, count 10 points for each candy stacked up to the goal. Add five bonus points for each additional candy stacked (over the goal.)

EXAMPLE:

You set a goal of 15 Smarties for your first round.

If your actual performance was UNDER your goal:

Actual performance 10

Score calculations =

Score =

If your actual performance is the SAME as your goal:

Actual performance 15

Score calculations =

Score =

If your actual performance is the HIGHER than your goal:

Actual performance 18

Score calculations =

Score =

SMART GOALS RECORD SHEET

SCORING:

- Candy stacks must be standing five seconds after the buzzer to count.
- If the goal is **NOT** reached, count five points for each candy stacked.
- If the goal **IS** reached, count 10 points for each candy stacked up to the goal. Add five bonus points for each additional candy stacked (over the goal).

ROUND 1

Goal _____

Actual performance _____

Score _____

ROUND 2

Goal _____

Actual performance _____

Score _____

Used with permission of CFED/Rural Entrepreneurship Through Action Learning.

Setting SMART Goals

SAMPLE GOAL: Jill currently has a C in her science class. She has not done any science homework for the past three weeks and rarely participates in class. Her goal is to do well on her next science test.

PART 1

Directions: You are going to decide if the goal above fits each of the criteria.

1. Is this goal Specific? (yes, no, not enough info) _____

2. Is this goal Measurable? (yes, no, not enough info) _____

3. Is this goal Attainable? (yes, no, not enough info) _____

4. Is this goal Realistic? (yes, no, not enough info) _____

5. Is this goal Timed? (yes, no, not enough info) _____

PART 2

Directions: As a class, rewrite Jill's goal as a SMART goal.

Ninth Grade Goals Reflection:

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

Using the SMART goals criteria, set one goal to work on the study habit you chose above.

S = Specific (detailed, not general or vague)

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

A = Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)

R = Realistic (person is willing and able to do the work for this goal)

T = Timed (establishes a time frame for accomplishing the goal)

GOAL:

What steps will you need to take in order to meet your goal?

What resources will you use to help you meet your goal?

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.

NINTH GRADE GOALS

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



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

N = No S = Sometimes A = Always

STUDY HABITS	Today's Date		Check-in Date 1		Check-in Date 2		Check-in Date 3		Check-in Date 4		Check-in Date 5	
	N	S	A	N	S	A	N	S	A	N	S	A
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/where 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.



NINTH 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/where I study for each subject?												
13. Do I know where to go for extra help?												
14. Do I get the extra help I need?												

The **BIG** Idea

- How will a high school degree affect my future?

AGENDA

Approx. 45 minutes

- I. Warm Up: Why Am I Here? (5 minutes)
- II. Advice from the Real World (10 minutes)
- III. My Four-Year Plan (25 minutes)
- IV. Wrap Up: Ninth Grade—It Matters! (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 3, My Four-Year Plan
 - Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist (Goal Setting skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 10, Dear David
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
- District/state graduation requirements
- Listing of your schools 10th, 11th, and 12th grade courses with syllabus for each grade
- Chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize the importance of high school to their future, even if they want to pursue a career that doesn't require college.
- Understand state and local high school graduation requirements.
- Develop a four-year course plan that will keep them on track for their high school graduation.

OVERVIEW

In this lesson, students will explore the importance of high school and what a high school degree can mean to them. They'll begin by answering the question, "Why are you in high school?" Next, they'll read a letter from a community college program director to a student who thinks he doesn't need high school. Then they'll discuss some of the reasons the director gives for staying in school. Finally, students will create a four-year plan for their high school courses.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 10, Dear David**
 - **Portfolio page 3, My Four-Year Plan**
- For **Activity I**, write the multiple-choice questions on chart paper, covering up the quiz with a blank sheet.
- This lesson is designed to help students develop a tentative four-year plan for their high school courses. Be sure to coordinate with the counselor to become better acquainted with the courses offered. Obtain and copy the following handouts:
 - District/state graduation requirements (one class set)
 - List of 10th, 11th and 12th grade courses offered next year, obtained from your school counselor (one per student).

In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson.

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.**)*

Question:

1. Last week you learned about the five criteria that make a goal SMART. List them below and explain what the criteria means. If you are having trouble remembering, look at **Student Handbook pages 8–9, Ninth Grade Goals Reflection.**

[Give the students three minutes to answer this question. Then have a few students share their responses with the class at the beginning of the Warm Up.]

In **Activity III, My Four-Year Plan**, you may choose to highlight high school courses that could prepare students for local postsecondary education programs. This could include two- and four-year colleges, along with tech/trade schools.

ACTIVITY STEPS

I. Warm Up: Why Am I Here? (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everybody! Before we begin today, I have a very important question for all of you: What are you doing in high school?

[Flip up the blank paper on your chart to reveal the following:

What am I doing in high school?

- A. Ninth grade follows eighth grade.
 - B. I wasn't allowed to stay in bed this morning.
 - C. I'm too young to earn a living.
 - D. Other (Write your answer on a piece of paper.)
2. **SAY SOMETHING LIKE:** OK, so be honest: Raise your hand if you said A... B... C. And who chosed, another reason? [Ask a few volunteers to share their reasons for being in high school. Write these answers on the paper under "Other." Answers will vary, such as: to earn a degree to get a better job after high school; to get into college; to learn new things.]
 3. **SAY SOMETHING LIKE:** Of course, most of us don't jump out of bed every morning and rush to school driven by a single, motivating purpose. But overall, it helps to remember why you're in high school, whether you're studying for a test, choosing classes for next year, or just deciding whether or not you want to get out of bed in the morning.
 4. **SAY SOMETHING LIKE:** In this class, you'll be hearing a lot about "beginning with the end in mind." The purpose of Roads to Success is to help you figure out what you want to do with your life, set your own goals, and leave high school with the tools and knowledge you need to meet those goals. That means in ninth grade, you're starting to figure out what those goals are.
 5. This year we'll be exploring lots of careers and hopefully finding a few that interest you. But today, we're going to focus on an essential step before any career—finishing high school.

II. Advice from the Real World (10 minutes)

1. **SAY SOMETHING LIKE:** Let's go back to the question, "Why are you in high school?" If you sometimes (or a lot of times) feel like you're not really sure, then I hope you'll pay close attention to this next story:

A few years ago, there was a student who felt he didn't need to finish high school. The student, David, wanted to become a truck driver, and he felt the whole school thing was sort of a waste of time.

Fortunately, his teacher contacted the local community college, and made a connection with the director of the truck-driving program. In turn, the director wrote David a letter with some important advice. In a minute I'm going to assign pairs. Please turn to **Student Handbook page 10, Dear David**. You and your partner will have five minutes to read this letter. While you are reading, circle any word or phrase that you think relates to a high school course.

2. [Give students about five minutes to read the letter.]
3. **SAY SOMETHING LIKE:** Now, let's talk about what we learned from Don Hess, the director of the truck-driving program. [As a class, discuss the following questions:
 - What parts of the truck driver's job description surprised you?
 - What are some skills that truck drivers need that would be gained in high school?
 - How did a college degree improve Don's career opportunities?]

III. My Four-Year Plan [25 minutes]

1. **SAY SOMETHING LIKE:** I have an important question: How many of you want to graduate from high school? Of course, you all do! But it's not going to happen magically. If you want to make the most of your time in high school, you need to have a plan. That's what we're going to work on for the rest of class.
2. [Instruct students to turn to **Portfolio page 3, My Four-Year Plan**. Give students a few minutes to complete the ninth grade column of this chart, reminding them to leave the 10th, 11th, and 12th grade columns blank.]
3. **SAY SOMETHING LIKE:** Some of you may be wondering why you are thinking about courses three years from now. The plan you are going to make today is not set in stone. Some of your course selections may change based on your performance this

year and your changing career interests. The purpose of this plan is to help you stay on track for your high school graduation. The first thing we want to take a look at is what's required in our district/state.

4. [Hand out the list of district/state requirements for graduation, and show a copy on a projector. Review the credits for each subject required by your district/state.]
5. [Take a few minutes to let students ask questions about these requirements.]
6. [Hand out the listing of your schools 10th, 11th, and 12th grade courses with syllabus.]
7. **SAY SOMETHING LIKE:** Now that we've reviewed the most important criteria for choosing courses, it's time to take a first pass at making your own choices. You will be making tentative course selections for 10th, 11th, and 12th grade from this list of course offerings for next year. [Hand out copies of this list obtained from your own school or district.]

You should first fill in the courses that fulfill the district/state requirements. Once you have done this for all three grades, go back and select electives that fit your interests. Remember, your selections today are not set in stone. You'll share these choices with the guidance counselor in the spring when you make your 10th grade schedule.

8. [Give students about 15 minutes to complete their four-year plan. Walk around the classroom to answer questions they may have as they make their selections.]

IV. Wrap Up: Ninth Grade—It Matters! (5 minutes)

1. **SAY SOMETHING LIKE:** I hope each of you comes away from today's lesson having a little clearer sense of purpose about high school. As you're going to see in the coming weeks, education plays a critical role in the careers you pursue. And what you do in high school will pave the way for your future, whether you're planning on pursuing a career after graduation, or moving on to college.

That's why ninth grade is such an important and exciting time in your life. Middle school is behind you. As you launch into your high school years, remember that this is the time that matters. This is the time that counts. It's what you learn now that you'll carry forward into your career and into college. No college is going to ask for your middle school grades, but they will see your grades and activities from this point

forward. If you want to make the most of your time in high school, you should set a clear goal in your mind—a goal that will motivate you and guide you over the next four years.

2. SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist**.

Have students complete the skills checklist questions for goal setting.

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
--	--	--------------------------------------	---------------------------------------

DO NOW

Setting Goals 2: High School Matters

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

1. Last week you learned about the five criteria that make a goal SMART. List them below and explain what the criteria means. If you are having trouble remembering, look at **Student Handbook page 8, Ninth Grade Goals Reflection.**

DEAR DAVID

Don Hess
Director
Transportation & Public Safety Programs
John Wood Community College
1301 South 48th Street, Quincy, Illinois 62305-8736

Dear David,

Hi. My name is Don, and I work at a college where we teach people how to drive trucks. Your teacher sent an e-mail saying that you thought you might not need high school. I hate to tell you this, but I really believe you need to consider a few things before you make a final decision.

Truck driving today is much different than it used to be.

1. Trucks have computers in them to run the engine, and other computers and satellite systems so that the driver and the company can communicate with each other any time. Drivers have to know how to use computers because they do so every day.
2. Also, truck drivers must have good math skills. They have to keep very detailed “log books,” which keeps track of all of the hours in the day, and how many hours the driver has been driving, loading, sleeping, eating, and resting. They have to know how to use fractions and decimals to calculate those hours.
3. Truck drivers also must calculate the weight of their load, figure out how the load should be distributed in the trailer, supervise the loading process, then calculate the weight that is being put on each axle of the truck and the trailer (usually there are five axles).

You know, when I was in high school, I thought a lot like you seem to be thinking now. I often thought about quitting and just getting a job. But I stuck it out anyway and got my diploma. Then I drove trucks for a long time (about 17 years), and drove over one million miles total. Then I decided that even a high school diploma wasn't enough anymore, so I went back to school—this time to college. I was a freshman in college when I was 36 years old, and spent 4 years there. Then I got a job teaching people how to drive trucks, and now I'm in charge of many different departments at the college, including truck driving, fire science, and law enforcement, and I have lots of teachers working for me.

So, there are just a few things to think about, David. I really hope that whatever you decide to do, you start out by finishing high school. You will really and truly be glad you did, I absolutely guarantee it.

Don Hess

Letter reprinted with the permission of Don Hess. Special thanks to Marlene Dakita at the Truckload Carriers Association (www.truckload.org).

MY FOUR-YEAR PLAN

Courses Taken/Planned					
SUBJECT	Ninth	10th	11th	12th	
1. Language Arts					
2. Math					
3. Science					
4. Social Studies					
5. Foreign Language					
6. Other/Electives (Arts, Computer Science, etc.)					

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: Finding Careers that Fit

How can I find a career that's a good fit for me?

Careers 3: Career Report

What are some things to consider when deciding if a career is a good fit for me?

Careers 4: Day on the Job

What are the day-to-day tasks and responsibilities of the career I'm investigating?

Careers 5: Work and Values

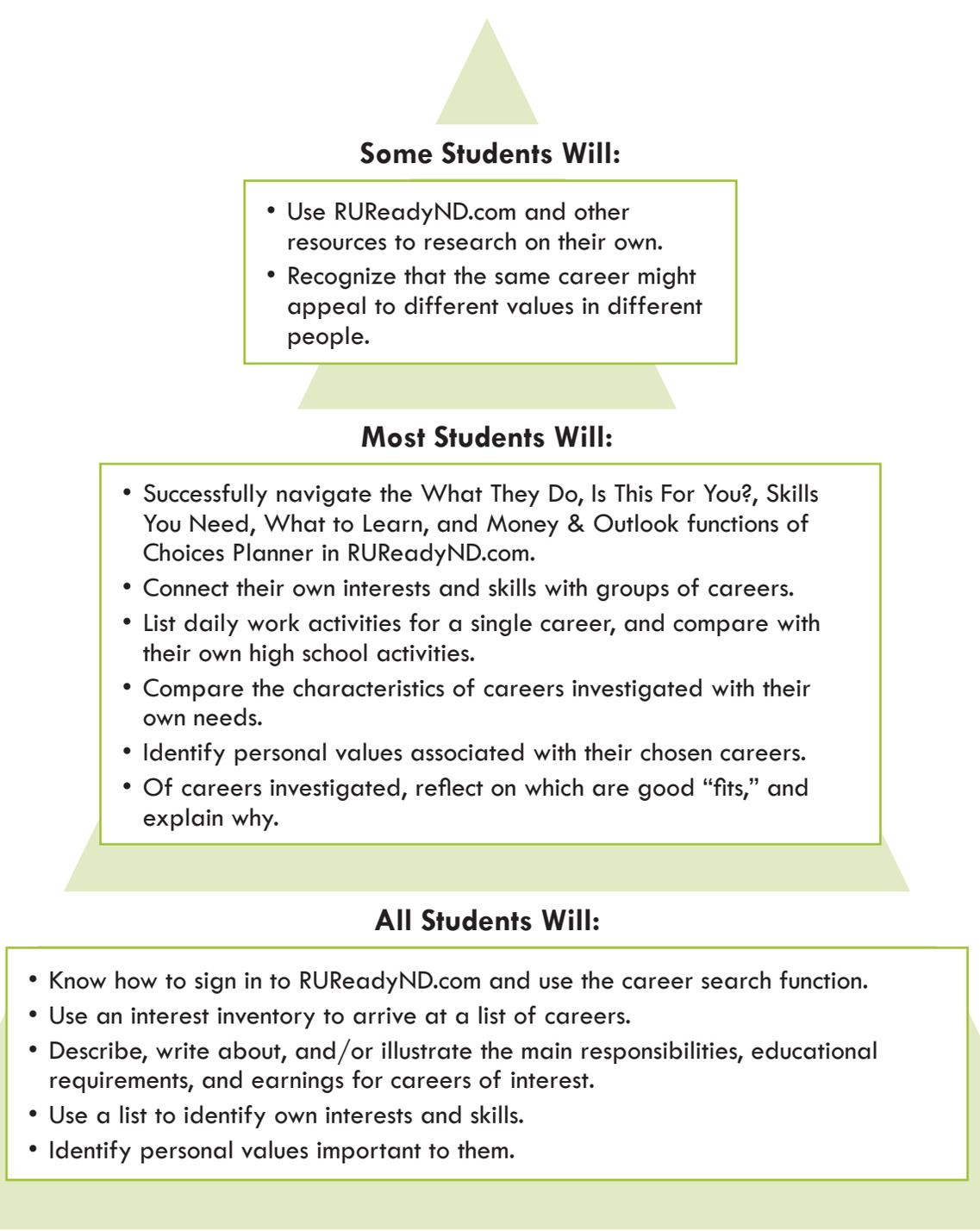
How will my personal values affect my choice of careers?

Careers 6: A Career for You?

Which career that I've researched is the best fit for me and why?

PLANNING PYRAMID

GRADE 9, Unit 3, Careers



Some Students Will:

- Use RUPrepareND.com and other resources to research on their own.
- Recognize that the same career might appeal to different values in different people.

Most Students Will:

- Successfully navigate the What They Do, Is This For You?, Skills You Need, What to Learn, and Money & Outlook functions of Choices Planner in RUPrepareND.com.
- Connect their own interests and skills with groups of careers.
- List daily work activities for a single career, and compare with their own high school activities.
- Compare the characteristics of careers investigated with their own needs.
- Identify personal values associated with their chosen careers.
- Of careers investigated, reflect on which are good “fits,” and explain why.

All Students Will:

- Know how to sign in to RUPrepareND.com and use the career search function.
- Use an interest inventory to arrive at a list of careers.
- Describe, write about, and/or illustrate the main responsibilities, educational requirements, and earnings for careers of interest.
- Use a list to identify own interests and skills.
- Identify personal values important to them.

ROADS to SUCCESS

Grade 9

Careers

Family Newsletter

What Matters Most

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 of 1,700 young professionals and students about to graduate from college:

3/4 said *how* they spend their time is more important than how much money they make.

Less than 1/3 were willing to sacrifice family time just to "get ahead."

Source:
Northwestern Mutual
Financial Network
(www.nmfn.com)

How can we help kids make thoughtful career choices? Knowing the ins and outs of lots of different careers — the education required, working conditions, and day-to-day job duties — is half the picture. The other half is knowing yourself. This means sorting out likes and dislikes, skills and abilities, and personal values.

Discuss values.

In today's status-conscious world, it's easy for teens to get the wrong message: that fame and fortune are the only things worth reaching for. Ask families what they really want for their kids, and you're likely to hear something different. *I want her to be able to support herself. I want him to be happy.*

Talking to your kids about what's important to them is one way to help them find a career that fits.

Consider possibilities.

Money: do you want the best of everything, or is paying the bills enough?

Friends & family: Are they your first priority, or can you handle work that needs your attention 24/7 (or are you somewhere in between)?

Security: Do you need a job where your path is clear and your future is certain?

Knowledge: Do you want to learn new things?

Independence: Do you prefer to work alone or be part of a team?

Recognition: Do you need to be rewarded for good

performance (or at least hear somebody say "good job")?

Creativity: Do you like to find new ways of solving problems?

Helping others: Do you want to make the world a better place?

Adventure: Do you like to try new things and visit new places?

What if your teen shows an interest in a career that seems foolish or out of reach? **Don't say no.** Encourage her to get all the facts before deciding. Help her think through her choices, and keep the conversation going.

For more information, visit: RUReadyND.com.

Grade by Grade: Personal Values



In ninth grade, Roads to Success students explore three different careers — one they choose, one that's in demand in their state, and one that matches their career type based

on what they like to do.

Students investigate careers to get information about job descriptions, earnings, and the type of education needed.

They also think about how their own values will play a part in their career choices.

Students may change career directions many times during their adult lives. But knowing what to consider when making career decisions will stick with them forever.

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 RUReadyND.com (5 minutes)
- III. Create a Portfolio (5 minutes)
- IV. Interest Profiler (25 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- ☐ **PORTFOLIO PAGES:**
 - **Portfolio Page 4, Interest Profiler Results**
- ☐ **STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 11–12, RUReadyND.com Basic Directions
- ☐ **FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Interest Profiler Responses
 - Facilitator Resource 3, Interest Inventory Extension

OBJECTIVES

During this lesson, the student(s) will:

- Sign in to and save work on RUReadyND.com.
- Complete an inventory that matches his/her interests with potential careers.
- Understand the functions of interest inventories and portfolios.

OVERVIEW

In this lesson, students will explore possible careers, consider which careers might be a good fit for them, and ultimately investigate three careers of their choosing. This class, which will be held in the computer lab, introduces students to a website that will be integral to students' career and postsecondary exploration, RUPrepareND.com. Students will choose portfolio names 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 interests by taking a 60 question interest inventory to generate individual lists of possible career matches.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**
 - **Portfolio page 4, Interest Profiler Results**
- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- To avoid transporting all of your student binders to the computer lab, have your students remove all of their career portfolio and student handbook pages from their binders and staple them together before beginning this unit. Use address label stickers and put the students' portfolio names and passwords on the front of each packet.
- Duplicate copies of **Facilitator Resource 3, Interest Inventory Extension** for students who finish early.

BACKGROUND INFORMATION

RUREADYND.COM

RUReadyND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals—from school or from home! There are four programs within RUReadyND.com: Choices Explorer, Choices Planner, testGEAR, and National Application Center. Students in ninth grade and higher will be using Choices Explorer. Students create a unique password-protected portfolio where they can store their assessment results, save information related to careers they read about, upload documents, and much more. Parents can access RUReadyND.com by creating a parent portfolio.

EDUCATOR LOGIN: NEW ACCOUNT CREATION

With your RUReadyND.com professional account, you can view all student portfolio names and passwords, review their portfolios, run a variety of reports, and more.

1. Go to <http://www.RUReadyND.com>.
2. Click **Eductors Sign in**.
3. Click **Create a new professional account** in the green Professional Account box.
4. Fill out the **Create Professional Account form**:
 - Select your city.
 - Select your school or site.
 - Enter your **Professional Account Access Key** or **Administrator Code**.*
 - Enter a **Professional Account Name**. This will be the name that you use to log in to RUReadyND.com. Choose something easy to remember, like your school e-mail address.
 - Choose a **Professional Account Password**. Enter it into the **Professional Account Password** and **Confirm Password** boxes.
 - Select your title using the drop-down box.
 - Enter your first name.
 - Enter your last name.
 - Enter your school e-mail address.
 - Indicate whether or not you would like students to be able to contact you (via e-mail) to retrieve their passwords.
 - Check off the box that says, “I have read and agree to the Privacy Policy and Terms of Use of this site.”
 - Select the informational e-mails and newsletters you would like to receive.
 - Click **Create Professional Account**.
 - After your account creation is complete, the Educator Tools page will appear.

5. To access your Professional Tools, click the **Professional Tools badge** on the Educator Tools page.

* All schools have Professional Account Access Keys and Administrator codes. If you have forgotten or do not know your codes, please contact customer support at 1-800-281-1168.

SYSTEM REQUIREMENTS

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

COMPUTER LAB ISSUES

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

- Lack of access to a computer or mobile lab.
- Computers not charged in a mobile lab.
- Unpredictable Internet access.
- Student use of computers for purposes other than career research.

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

STUDENT MISBEHAVIOR ON COMPUTERS

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

- The first time a student is seen on another website they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version.

PREPARING STUDENTS FOR UNEXPECTED CAREER MATCHES

Students may be disappointed or surprised by the careers they are matched up with for the interest inventory. Explain in advance that this inventory should be seen as a guide. Interest Profiler results correspond to students' interests as reflected by their answers to specific questions; students may research a career that is not on their Interest Profiler results as long as it is listed on RUPrepareND.com.

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

VOCABULARY

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

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

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

1. List five activities or things that you are very interested in.
2. List three careers 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 completed their work call on students to read their answers. 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 as written.*

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

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

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

If your students finish their interest inventory early, you may want to complete the following options:

- Have students identify the BEST match and WORST match from their list on **Facilitator Resource 3, Interest Inventory Extension**. 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.
- You may wish to have them try the Basic Skills Survey. This can be found by clicking on the **Work** tab at the top of Choices Planner and then clicking on the **Basic Skills Survey** in the right-hand column.

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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 their 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 only a hazy idea of what that job is about. 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. After all, you should be thinking about careers now, so you're ready for college or whatever job training you'll do after you graduate from high school. If finding careers that are right for you seems like a daunting task, don't worry—we're all going to do this together, step by step.

Over the next few 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 education you need to get these jobs, and—most importantly—which jobs are a good fit for you. You will ultimately choose three careers to explore further, and you'll also be learning about some of the careers your classmates chose.

2. Tape the words pages with the words “Like,” “Not Sure,” and “Dislike” (**Facilitator Resource 2, Interest Profiler Responses**) along one wall of the classroom. Preview the day's activities, telling students that they will be granted access to a website where they'll explore careers on their own. 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 going to identify the word or phrase that best describes how much they would like (or wouldn't like) that activity. (Indicate pages arranged across the front of the room.)
3. **SAY SOMETHING LIKE:** For example, if I said “Build kitchen cabinets,” who would say “Like?” Who would say “Dislike?” Who would choose “Not Sure?”

4. **SAY SOMETHING LIKE:** Here's the first statement. Listen first, and then write down the word from 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."

Raise your hands if you wrote "Like..." "Dislike..." "Not Sure."

[Ask a student or two to explain their feelings about guarding money in an armored car.]

Ready for statement #2? "Study space travel."

Raise your hands if you wrote "Like..." "Dislike..." "Not Sure."

[Comment on the number of people who would like to study space travel, or would dislike it.]

5. **SAY SOMETHING LIKE:** These questions are part of a larger **interest inventory**, a tool that many job seekers use to find careers that involve things they like and are good at. Through a series of questions, an interest inventory helps you identify your interests—then suggests a number of careers that match those interests. The goal is finding work you'll enjoy and be good at.

In class today, you will each have the chance to take an interest inventory online on a website called RUPrepareND.com. After answering a series of questions, the website's "Interest Profiler" will list your top interest areas and provide a list of careers that match your interest areas. Don't worry if you get a few matches that are surprising, this is a list of suggestions based only on your answers to these questions.

6. **SAY SOMETHING LIKE:** Before we begin the **Interest Profiler**, each of you will need to create your own portfolio name and password so you can save your work. It will be possible for you to visit RUPrepareND.com and Choices Planner from a home or library computer, using your portfolio name and password. You can explore careers and majors anytime you want.

II. Connect to RUPrepareND.com (5 minutes)

1. [Guide the students through the following sequence to sign in to RUPrepareND.com. Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**. Display these directions on an overhead projector or chart paper.]
 - 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 (RUPrepareND.com.)

III. Create a Portfolio (5 minutes)

Fill out the Create Your Portfolio form:

- Select your city.
- Select your school or site.
- Leave the drop-down box set on “Student.”
- Enter your first name.
- Enter your last name.
- Enter your birth date.
- Indicate whether you are a male (boy) or female (girl).
- Choose your graduation year.
- Enter a Portfolio Name. This will be the name that you use to sign in to RUPrepareND.com.
- Create a portfolio password. Enter it into the Portfolio Password and Confirm Password boxes. Remember that the password is case sensitive and cannot include spaces!
- Enter your e-mail address, if you have one. If you forgot your password, you can ask to have it e-mailed to this address. (Optional)
- Enter your parent’s e-mail address. (Optional)
- Click **Create Your Portfolio**.
- Write down your Portfolio Name and Password.
- Later on, we’ll come back to this portfolio so you can continue to save your work and access RUPrepareND.com. Raise your hand if you need help. Let me know by [select a signal here] when you’ve successfully created your portfolio.
- 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. [Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions**].

SAY SOMETHING LIKE:

- Click on the **Choices Planner badge** on the Your Tools page.
- Next, click on the blue **Work** tab at the top of the screen.
- Click on the **Interest Profiler** in the right-hand column and then click **Start Answering Questions**.
- Read each of the 60 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.

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

[Have someone read the first sentence. Then instruct the students to click the box that best expresses their feelings.]

3. [Remind students that there are no right or wrong answers. Answers that show their true feelings will connect them to jobs that are the closest match for the things they like. See **Background Information** to prepare students for unexpected career matches.]
4. **SAY SOMETHING LIKE:** After you finish the Interest Profiler activity and you review your top interest areas and your list of careers, the results will be saved in your online portfolio so you can check it again whenever you want. [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 five minute warning and let them know that they should be nearing the end of the question-and-answer phase of the Interest Profiler. Invite students who have finished the interest inventory to explore the resulting list of career matches.

Students should print out the results where that option exists and put it in their portfolios. They should also list their favorite six careers from their results on **Portfolio page 4, Interest Profiler Results**. Then have them list six other careers, including any others from their results, or additional careers they'd like to investigate. Explain that in the coming weeks, they should check the box next to each career they investigate.]

6. [Ten minutes before the end of class, 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.]

This week, you created a list of careers that matched your interests. Next week, we'll talk about another way to think about groups of careers that match things you enjoy doing. You'll select three careers to research through this unit. And for the next three weeks, you'll use RUPrepareND.com and Choices Planner to find out more about the day-to-day tasks and education about the job.

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

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DO NOW

Careers 1: Interest Inventory

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

Questions:

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

2. List 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.

LIKE

NOT SURE

DISLIKE

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RUPrepareND.com Basic Directions

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**RUPrepareND.com**).
- When the Sign In page appears, enter your Portfolio Name and Password into the Student Sign in area at the top of the screen.

II. Creating an Account (First Time Users)

Click **Create a New Portfolio** in the green box in the Student Sign In section. Fill out the **Create Your Portfolio** form:

- Select your city.
- Select your school or site.
- Leave the drop-down box set on "Student."
- Enter your first name.
- Enter your last name.
- Enter your birth date.
- Indicate whether you are a male (boy) or female (girl).
- Choose your graduation year.
- Enter a Portfolio Name. This will be the name that you use to sign in to RUPrepareND.com. Choose a Portfolio Name that will be easy to remember.
- Create a portfolio password. Enter it into the Portfolio Password and Confirm Password boxes. Remember that the password is case sensitive and cannot include spaces!
- Enter your e-mail address, if you have one. If you forgot your password, you can ask to have it e-mailed to this address. (Optional)
- Enter your parent's e-mail address. (Optional)
- Click **Create Your Portfolio**.
- Write down your Portfolio Name and Password below:

Portfolio Name:

Portfolio Password:

- 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.

III. Interest Profiler

Once you have signed in to your Portfolio, click the **Choices Planner badge** on the Your Tools page.

- Click the blue **Work** tab at the top of the screen.
- Click on Interest Profiler in the right-hand column, and then click **Start Answering Questions**.
- Read each of the 60 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. You must select two to get a list of careers.
- Click on **Check Out Careers Matching Your Interests** to see the careers that match up with your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

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 RUPrepareND.com Interest Profiler. Then write six of the suggested careers below. Choose the careers that interest you most. In the weeks to come, check off each career you investigate.

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

Look through the Interest Profiler list again. Write down any additional careers that 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. _____

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Finding Careers that Fit

The **BIG** Idea

- How can I find a career that's a good fit for me?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's Your Career Type? (5 minutes)
- II. Classifying Career Choices (10 minutes)
- III. Examining Career Reports (10 minutes)
- IV. Exploring Careers on RUPrepareND.com (5 minutes)
- V. Wrap Up: Research Your Own Career (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 5–6, 8–9, & 11–12, Career Report, (three per student)
- Portfolio Page 4, Interest Profiler Results (from previous lesson)

STUDENT HANDBOOK PAGES:

- Student Handbook pages 14–15, What Do You Like to Do?
- Student Handbook page 16, RUPrepareND.com Directions

FACILITATOR PAGES:

- Facilitator Resource 1, Sample Career Reports [one copy (two pages) for each student]

Overhead projector

LCD projector

Laptop

OBJECTIVES

During this lesson, the student(s) will:

- Consider how their interests influence their selection of careers.
- Navigate RUPrepareND.com's Choices Planner to locate the job description of a specific career.

OVERVIEW

Students begin by considering the six Interest Areas used in making career matches, and reflect on the importance of personal interests in determining career satisfaction. Then, students select three careers to investigate in the coming weeks. Next, students examine the requirements for successfully completing their career reports and learn how to find specific careers in Choices Planner on RUPrepareND.com. Finally, they'll read the **What They Do** section for one of their own selected careers in Choices Planner.

In the coming weeks, students will be using Choices Planner in RUPrepareND.com to research three selected careers. In this lesson, you'll model how to find specific careers, either by using the search function or the index. You'll also point out the sections of the career profile they'll be using in the coming weeks:

- What They Do
- Money & Outlook
- What to Learn

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure the RUPrepareND.com website is accessible from students' computers in advance.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 14–15, What Do You Like to Do?**
 - **Student Handbook page 16, RUPrepareND.com Directions**
 - **Portfolio page 4, Interest Profiler Results**
- Students will choose three careers to research for this unit. For two of the careers, students can choose whatever career they want to research, provided that it can be found on RUPrepareND.com. The third career will be picked from a list of high-demand jobs in their geographical area. NOTE: You will need to create a list of 20 to 30 jobs that are in high demand in your students' area, using the website below. Each of these careers must require one of the following postsecondary

education options: tech/trade school, apprenticeships, community college, four-year college, or graduate school. To find employment projections for North Dakota, go to <http://www.ndworkforceintelligence.com/faq.asp?session=faq>. Choose whether to view projections by year, annual openings, or number/percent change.

- ❑ Visit <http://online.onetcenter.org/explore/interests/> and become familiar with the information available when researching careers by type.
- ❑ Each lesson in this unit builds on the previous one. Students who missed last class will need to complete the interest inventory today. Direct absent students to **Student Handbook pages 11–12, RUPrepareND.com Basic Directions** (from lesson 1). These directions outline how to sign in to RUPrepareND.com, create a portfolio, and complete the interest inventory. In addition, you can also assign a student to assist those students who were absent.

BACKGROUND INFORMATION

During early adolescence, students begin to make the transition from fantasy career aspirations (actor, pro athlete, rock star) to “aligned ambitions” aspirations that correlate more clearly with things they’re good at. Though this process is by no means complete in ninth grade (or even in high school), having a career goal can help students make the connection between the classroom and the outside world. Why am I studying this? Because electricians need to be good at algebra. Colleges prefer four years of math, etc.

Since the results of an interest inventory aren’t always transparent, this lesson makes explicit the connection between personal interests and career choices. Students will be introduced to the following career categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These categories were identified by Dr. John Holland in 1985, and continue to be used by career development experts today to match people with satisfying careers.

Students should be cautioned not to use interest areas to limit their career choices. They should recognize that there are probably two or three categories that describe them best. Students should consider interest areas as a way of organizing their career exploration rather than as a means of narrowing their choices to a single category. Hopefully, this lesson will help them understand why they’re drawn to specific careers, and get them thinking about related careers they may not have considered.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook pages 14–15, What Do You Like to Do?** as a DO NOW. Give the students five minutes to answer the questions. Once the students have completed their quiz, begin with the discussion as written in the **Warm Up**.

In **Activity I, Warm Up: What's Your Career Type?** students choose which career categories they believe best describe their skills and interests. As this is a personal choice that should not be influenced by peers, the lesson suggests students do this individually. However, if you feel students would enjoy doing this publicly, you could post the six career categories in different spots in the room and ask students to walk to the category that best describes them. Then have students walk to their second-choice category.

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ACTIVITY STEPS

I. Warm Up: What's Your Career Type? (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the second week in our careers unit. Last week, you took an “interest inventory” to identify careers that matched your skills and interests. This week, you’ll be choosing three careers to explore in the coming weeks. Before we begin, I’d like you to take a moment to think about the careers that appeared in your Interest Profiler results last week. You may remember that your list of careers appeared after you identified your top two interest areas. There are six interest areas. Who can name some of them?

[List the students’ ideas on the board.]

2. **SAY SOMETHING LIKE:** Please turn to **Student Handbook pages 14–15, What Do You Like to Do?** On these pages, you’ll see six career interest areas. Under each interest area is a list of three activities. Take a few minutes to read through these lists, putting a check mark beside each activity you enjoy.

[Give students a few minutes to complete this task.]

3. **SAY SOMETHING LIKE:** How many of you found that most of the activities you enjoy appear in two or three interest areas? Do these correspond to the interest areas you checked last week?

II. Classifying Career Choices (10 minutes)

1. **SAY SOMETHING LIKE:** Experts believe that finding satisfying work is a matter of matching your interests and abilities with careers that fit them. To simplify this match-making process, they’ve come up with categories that describe people, and have also figured out how various careers match these categories.

People may be described by more than one category. For example, you may be “social” and “artistic,” with a little “investigative” thrown in.

Similarly, a career may be included in more than one category. A doctor might be described as “investigative” and “social.” [Ask students to describe characteristics of doctors that fit each category, based on descriptions found on **Student Handbook pages 14–15, What Do You Like to Do?** Assist them with making inferences as needed.]

2. **SAY SOMETHING LIKE:** Matches between people and careers are complicated. These interest areas present a good place to get started. Let's see how they might work. Suppose all of you are career counselors and I'm a client you just met. I'm about to give you one piece of information about myself, and you're to suggest one of the six categories: Realistic, Investigative, Artistic, Social, Enterprising, Conventional, where I might begin my career search. Be prepared to explain your answer. More than one category may be possible.

3. [Read aloud each of the following statements, and ask students to suggest a career category that might fit each. You may wish to model an example or two to illustrate how you might infer a career type from the available info.]
 - "I want to be in charge." (Enterprising)
 - "I enjoy budgeting and balancing my checkbook." (Conventional)
 - "I enjoy photography." (Artistic)
 - "I want to design a more fuel-efficient car." (Investigative)
 - "I want to operate heavy equipment." (Realistic)
 - "I'm interested in social work and family therapy." (Social)

4. [Have students access **Portfolio page 4, Interest Profiler Results**, which they completed the previous week. This list includes the six careers generated by the Interest Profiler, and six other careers of interest.]

SAY SOMETHING LIKE: In this unit, you'll be researching three careers. Two of the careers are entirely your choice.

Your third career will come from a list of careers that are in high demand in this area, which I'll pass out in a moment. You will be allowed to choose whatever career interests you on this list. Why do you think we're researching careers that are in high-demand in our area? [Allow students to respond.] Exactly! It is important to know what opportunities are in your area. Note: it will eventually be up to you whether you choose a career you can pursue nearby or one where most opportunities are in another part of the country.

[Pass out a copy of the list of in-demand careers to each student (see **Preparation** section). Instruct students that they have five minutes to pick their three careers.

Students should record these choices on the back of **Student Handbook page 15, What Do You Like to Do?**]

III. Examining Career Reports (15 minutes)

1. [Instruct students to turn to **Portfolios pages 5–6, Career Report**. Display this page using an overhead transparency or chart paper. Point out the line titled “**Career: _____**” at the top of the page. Explain that they need to write the name of the first career they choose on this line. Instruct them to put their second and third career choices on the top of their second and third **Career Reports (Portfolio pages 8–9 & 11–12)**.
2. **SAY SOMETHING LIKE:** Throughout this unit, I will be collecting your career reports to check on the progress of your career research. Right now I am going to pass out two sample career reports, labeled **Career Report A** and **Career Report B**.

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

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

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

IV. Exploring Careers in Choices Planner (5 minutes)

1. **SAY SOMETHING LIKE:** In the coming weeks, you’re going to use Choices Planner to learn more about the careers you selected. Let’s all sign in to RUReadyND.com and find out how Choices Planner can help us explore careers.

[Instruct students to turn to **Student Handbook pages 11–12, RUReadyND.com Basic**

Directions. Walk the students through the sign-in process, while you do the same on your laptop/LCD projector. Guide them to the **Work** tab at the top and tell students to click on it.

2. **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 "Graphic Designer" (or another sample career that interests your students).

[Model the two ways to find individual career profiles. First, type in the name of the career in the Search box at the top right of the page, click **Go**, and select the career from the list of results. Next, select the **Work** tab again, then click on **Alphabetical List** near the bottom of the page. Click "G" for "Graphic Designer," then have students click the link for Graphic Designer.

3. **SAY SOMETHING LIKE:** This is the "Career Profile" for graphic designer. On the left-hand side, you'll see there are tabs that describe different information about this career.

Over the next three weeks, we're going to focus on the following sections: **What They Do** (which you'll see when you open a career profile), **What to Learn**, and **Money & Outlook**. [Point out each section. If time permits, click on each one.] Next week, we'll spend some more time in each of these sections. For now, I just want to make sure you're all comfortable signing in and finding specific careers.

V. Wrap Up: Research Your Own Career (10 minutes)

1. **SAY SOMETHING LIKE:** Now I'd like each of you to find the "Career Profile" for the first career you selected. Let me know if you have any trouble.

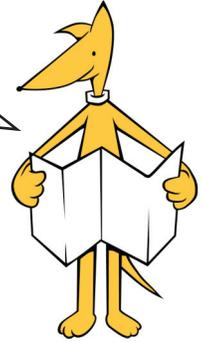
2. [Have students turn to **Portfolio pages 5–7, Career Report**.

SAY SOMETHING LIKE: Please read through the **What They Do** tab and think about how you would answer the questions in the **What They Do** section on your **Career Report**.]

3. **SAY SOMETHING LIKE:** Next week, you'll be investigating the education and earnings for this career, then sharing what you learned with another student in the class. By the end of next class, you should have a better idea if this first career would be a good match for your skills and interests.

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Is this career a good fit for you? Write your findings here.



Sample Career Report A

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

Career: Producer

What They Do

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

Producers start out as a director's assistant. They make sure that a show runs smoothly.

List two to three specific tasks this person might do on a typical day.

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

Follow-up: Is this career a good match for your skills and interests? Explain why.

Yes, because it's a good match for me.

Money and Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ 24,240 Annual

AVERAGE WAGE: \$ 40,610 Annual

EXPERIENCED WAGE: \$ 61,440 Annual

Follow-up: How does this compare with other related careers?

Name of career: Recreation Worker

AVERAGE WAGE: \$ 25,870 Annual

Name of career: Reporter

AVERAGE WAGE: \$ 26,470 Annual

What to Learn

How much postsecondary (after high school) education is recommended for this career?

not sure.

Which of these best describes the recommended level of education?

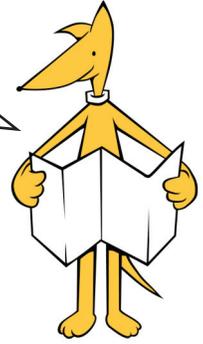
- | | |
|--|--|
| <input type="checkbox"/> high school graduate only | <input type="checkbox"/> two-year college |
| <input type="checkbox"/> apprenticeship | <input type="checkbox"/> four-year college |
| <input type="checkbox"/> tech or trade school | <input type="checkbox"/> more than four years of college |

Follow-up: Are you willing to invest the time and money needed to get this type of education?

Explain your answer.

Yes.

Is this career a good fit for you? Write your findings here.



Sample Career Report B

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

Career: Middle School Teacher

What They Do

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

Middle school teachers work with students to teach them a particular subject. They prepare all lessons and materials. They also grade papers and maintain all records for the classroom.

List two to three specific tasks this person might do on a typical day.

- Present lessons through lectures, demonstrations, or discussions
- Confer with parents or guardians
- Correct homework.

Follow-up: Is this career a good match for your skills and interests? Explain why.

This career would be a great match for me because I love working with people. I also enjoy teaching people things.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ 36,860 Annual
AVERAGE WAGE: \$ 55,130 Annual
EXPERIENCED WAGE: \$ 72,350 Annual

Follow-up: How does this compare with other related careers?

Name of career: Secondary School Teacher

AVERAGE WAGE: \$ 41,240 Annual

Name of career: Elementary School Teacher

AVERAGE WAGE: \$ 43,110 Annual

What to Learn

How much postsecondary (after high school) education is recommended for this career?

A bachelor's degree is required. This takes around four years to complete.

Which of these best describes the recommended level of education?

- high school graduate only two-year college
 apprenticeship four-year college
 tech or trade school more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education?
Explain your answer.

Yes.

What Do You Like to Do?

You can find clues to careers you'll like by paying attention to the activities you enjoy most. Here are six career types used by many experts to sort careers by interests. Put a check mark next to each item that describes something you like to do. Then circle the two career types (for example, Realistic and Investigative) that describe you best.

REALISTIC

- Practical, hands-on activities
- Working with plants or animals, wood, tools, or machinery
- Working outdoors

Sample careers:

Cooks, construction workers, forest fire fighters, landscapers, truck drivers, mechanics, airline pilots, fish and game wardens, oral and maxillofacial surgeons (remove damaged teeth, repair cleft palates), cartographers (prepare data and make maps)

INVESTIGATIVE

- Working with ideas
- Solving problems that require lots of thinking
- Searching for facts

Sample careers:

Sonographers (use ultrasound equipment), fire investigators, chemists, engineers (computer, electrical, industrial, mechanical), computer systems analysts, market research analysts, city planners, coroners, doctors, dentists, psychiatrists, surgeons, veterinarians

ARTISTIC

- Working with designs and patterns
- Expressing yourself
- Working without a clear set of rules

Sample careers:

Actors, desktop publishers, fashion designers, film and video editors, artists, hairdressers and cosmetologists, interior designers, singers, musicians and composers, radio and TV announcers, editors, graphic designers, landscape architects, reporters, writers

SOCIAL

- Working with and communicating with people
- Teaching
- Helping others

Sample careers:

Child care workers, concierges (help hotel guests), flight attendants, home health aides, dental hygienists, paramedics, fitness trainers, massage therapists, nurses, respiratory therapists (help patients with breathing problems), tour guides, teachers, school administrators, chiropractors, clergy (ministers, priests, rabbis, imams), psychologists, substance abuse counselors, speech pathologists

ENTERPRISING

- Starting and completing new projects
- Leading people
- Making decisions

Sample careers:

Real estate agents, brokers, and appraisers, food service managers, opticians (make and sell glasses), detectives and private investigators, sheriffs, boat captains, construction managers, financial services sales agents, chief executives (in charge of companies), judges, lawyers

CONVENTIONAL

- Following procedures and routines
- Working with details rather than “big ideas”
- Understanding what’s expected and who’s in charge

Sample careers:

Calculating machine operators (billing), dental assistants, medical and legal secretaries, police, fire, and ambulance dispatchers, bank tellers, administrative assistants, medical transcriptionists (type records of procedures), paralegals (assist lawyers with research), accountants, auditors (study financial records to make sure companies are obeying the law), proofreaders, librarians, statisticians (use numbers to analyze info), treasurers

For more information about career categories, as well as specific career descriptions, visit <http://online.onetcenter.org/explore/interests/>.

RUPrepareND.com Directions

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

What They Do:

1. Sign in to RUPrepareND.com.
 - a. Portfolio Name: _____ Password: _____
2. Type the name of your career in the Search box at the top of the right and press Go!
3. You can also search for a career alphabetically. Click on the Work tab at the top of the page. Then select “Alphabetical List” near the bottom of the page. Click on the letter of the alphabet that your career starts with. A list of careers that begin with that letter will appear. Remember, sometimes you may have to look under more than one letter if the career might be called more than one name. For example, school counselor might be under S for school or C for counselor.
4. From the results list, select the career title that most closely matches the one you are looking for. The first section to come up will be **What They Do**.
5. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.
6. For additional information on the interests and skills needed for this career, you can click on the **Is This for You?** and **Skills You Need** tabs along the left side of the page.

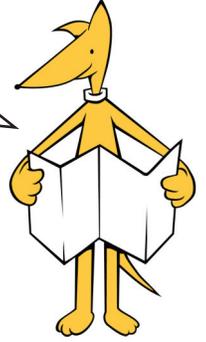
Money & Outlook:

1. Complete steps 1–4 from the **What They Do** section. If you are already in the career profile, proceed directly to step 2, below.
2. Select the **Money & Outlook** tab on the left side of the screen.
3. Read and identify the **entry** (starting), **average** (median), and **experienced annual salary** for your state. Not all careers have entry, average, and experienced annual salary information. In these cases, use whatever salary information you’ve found in the Money & Outlook tab.
4. Then, click on the **What To Learn** tab on the left side of the screen. Click on the name of the career cluster that this career is a part of. It’s listed at the top of the page in the High School Section. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.

What to Learn:

1. Complete steps 1–3 from the **What They Do** section.
2. Press the **What to Learn** tab on the left side of the screen.
3. Read and summarize the information. Answer the questions listed on your **Career Report** for this section.

Is this career a good fit for you? Write your findings here.



Career Report

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

Career: _____

What They Do

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

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

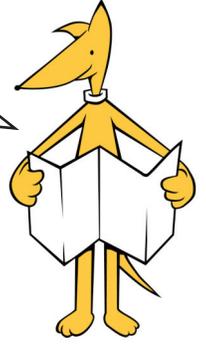
How much postsecondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- high school graduate only
- two-year college
- apprenticeship
- four-year college
- tech or trade school
- more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

Is this career a good fit for you? Write your findings here.



Career Report

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

Career: _____

What They Do

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

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

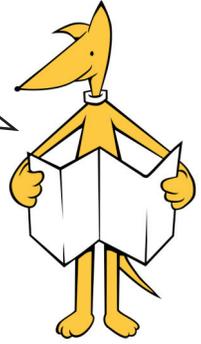
How much postsecondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- high school graduate only
- two-year college
- apprenticeship
- four-year college
- tech or trade school
- more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

Is this career a good fit for you? Write your findings here.



Career Report

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

Career: _____

What They Do

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

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

How much postsecondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- high school graduate only
- two-year college
- apprenticeship
- four-year college
- tech or trade school
- more than four years of college

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

Career Report

The **BIG** Idea

- What are some things to consider when deciding if a career is a good fit for me?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Is This Career for You? (5 minutes)
 - II. Career Report Review (15 minutes)
 - III. Research Career #1 (20 minutes)
 - IV. Wrap Up: Share Career Information (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 5–6, Career Report, (from previous lesson)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 19–20, Sample Career Report
 - Student Handbook pages 11–12, RUPrepareND.com Directions, (from Lesson 1)
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
- Overhead projector
- LCD projector
- Laptop

OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com’s Choices Planner to find information about one of his/her selected careers, using the **What They Do, Money & Outlook**, and **What to Learn** tabs.
- Summarize career information in a career report.

OVERVIEW

In this lesson, students will begin by brainstorming questions they might ask about a career to figure out if it is a good fit for them. Then they'll review the career report they'll be using to record information about their careers. As a class, they'll use RUPrepareND.com's Choices Planner to complete a career report for a sample career. Next, they'll work independently to complete a career report for their first selected career. Finally, they'll share their personal "follow-up" answers from the career report with a partner.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers in advance of this lesson.
- 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 RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 11–12, RUPrepareND.com Directions, (from Lesson 1)**
- For the sample career highlighted in **Activity II, Career Report Review**, 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 in Choices Planner, such as "Graphic Designer" rather than just "Designer.")

BACKGROUND INFORMATION

In the previous lesson, students identified three careers they'd like to investigate. In this lesson they'll familiarize themselves with Choices Planner's career profiles, specifically the three sections they'll need to complete a career report:

- What They Do
- Money & Outlook (focus will be on wages, which are searchable by state)
- What to Learn (focus will be on "Beyond High School," "Education Level," and "Insider Info" if it is available for the selected career)

Then, they'll use Choices Planner to research the first of their selected careers.

NOTE: Students can save interesting careers to their portfolios or print a copy to take home.

VOCABULARY

Occupation: Job.

Annual: Yearly.

Entry Wage: Earnings at the beginning of your career.

Average Wage: Median earnings; earnings in the middle of your career.

Experienced Wage: Earnings after years of working.

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

1. List three careers you chose to research last class in the space below. Then explain one thing about each career that interests you.
2. In the last class, you learned about the six different career categories. List two career categories that you feel best fit your skills and interests. Explain why.

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

When using RUPrepareND.com's Choices Planner to research careers, possible issues may arise related to the **Money & Outlook** section. Some jobs only list hourly wages instead of annual salaries. In these cases you can have students record hourly wages and, if time permits you may have students calculate annual wages using the formula below.

[Annual wages (salary) = hourly wage x # of hours per week x 52 (# of weeks per year)]

In addition, some careers may not list any wages for North Dakota. In that case, have the students choose another nearby state with similar demographics.

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

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

For the "**Money & Outlook** follow up" question on the **Career Report**, you may choose to have the class look up two careers of their choice. Rather than using related careers, students will use two careers of varying wages as benchmarks. One of the careers should be one the students consider to have low wages, and the second career should be one they consider to have high wages. Students should then enter these values on all three **Career Reports**. (Career Reports are used in lessons 2–5).

ACTIVITY STEPS

I. Warm Up: Is This Career for You? (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the third week in our careers unit. Last week, you selected three careers that you'd like to learn more about. This week, you're going to research your first career, then share what you learned with another student.
2. **SAY SOMETHING LIKE:** As you research or hear about each career, I'd like you to be thinking, "Is this a career for me?" What are some questions you might have about a job to determine if it's a good fit for you? [Write students' answers on the board, overhead transparency, or chart paper.]

[Be sure to get across some of these aspects of a job:

- What would I do in this job? What are my main responsibilities?
 - How much does it pay?
 - How much education or training will I need?
 - Where will I spend most of my time?
 - Will I work mostly with people or by myself?
 - What hours will I work each week? Will I have enough time for friends and family?
 - What kind of person would be happy and successful in this job?]
3. **SAY SOMETHING LIKE:** Over the next three weeks, you're going to answer three big questions for the jobs you selected. [Write these questions on chart paper, an overhead transparency, or the board.]
 - What would I do in this job?
 - How much will I get paid?
 - How much education do I need?

Hopefully, by answering these questions, you'll learn enough about each career to get a sense of whether or not it's one you'd like to investigate further.

II. Career Report Review (15 minutes)

1. **SAY SOMETHING LIKE:** Please turn to **Portfolio pages 5–6, Career Report**. This is the form you'll use to record information about each career you investigate over the next three weeks. Last week we discussed the differences between a high quality career report and one that needs improvement. What were some of the things we listed for a high quality career report? [Allow students to respond. If they are having

trouble remembering, you can display the list you made last week.]

As we discussed last week, you'll be using the RUPrepareND.com's Choices Planner for all your career research. Let's sign in to RUPrepareND.com, then select Choices Planner and see where we'll find all the information we need.

2. [Model how to sign in using your laptop and LCD projector. Instruct students to turn to **Student Handbook pages 11–12, RUPrepareND.com Directions, (from Lesson 1)**. Remind them that all the directions for accessing each part of their Career Report can be found on this page. Give students a minute to scan the page.]

3. **SAY SOMETHING LIKE:** If I wanted to find information about a social worker in Choices Planner where could I go to find this information? [Allow students to respond, and then model how to click on the **Work** tab.]

Can anyone remember the two ways to find information about a specific career? [Model how to type in the career name, click **Go**, and find the career from the list. Then show how to find a career name using the Alphabetical List. Click on **Social Worker** to access the career profile.]

4. **SAY SOMETHING LIKE:** Great, now we're at the career profile for social worker. These blue tabs along the left-hand side will take you to the different sections within the profile. To complete your career report, you'll just focus on five sections: **What They Do, Is This for You?, Skills You Need, What to Learn** and **Money & Outlook**.

[Display **Student Handbook pages 19–20, Sample Career Report**, using an overhead projector or chart paper. Instruct students to turn to **Student Handbook pages 19–20, Sample Career Report**.]

Let's work together to complete a career report for "Social Worker." To begin, write the name of your career at the top of the page.

5. **SAY SOMETHING LIKE:** Now, let's look for the information we need about this career. To complete the first section of the career report, you'll need to read the **What They Do** page. This is the first thing that comes up when you enter a career profile. As you know from last week, this section gives a good overview of the job, what it involves, and where people with this career usually work.
6. For your career report, you will first summarize what a person with this career does.

The first paragraph of the **What They Do** page provides a summary. To make sure you understand the information, please restate this summary in your own words. [You may wish to use the overhead projector to model the completion of each step of the career report.]

[Have students read the first section of the **What They Do** page and suggest a good summary for “Social Worker.” For example: *A social worker works with people to help them with problems like child care, nutrition, and alcoholism.*]

7. **SAY SOMETHING LIKE:** The second question under **What They Do** asks you to list two specific tasks this person might do in a typical day.

[Have students read the second section, **A Person in This Career**, from the **What They Do** page and suggest a specific task, such as: *Interview new clients to understand what’s wrong and what services they’ll need and connect clients with the services they need.*]

8. **SAY SOMETHING LIKE:** The next question under **What They Do** is a “follow-up” question. There’s one follow-up question in each section, which asks you to consider what you’ve just learned and reflect on whether the job is a good fit for you. In this follow-up question, you’re asked to consider whether the career is a good match with your skills and interests. To answer this question, look over the **Is This For You?** and the **Skills You Need** pages by clicking the tabs on the left side of the page. Then think about your own skills and interests and explain whether this career is a good fit for you. [You may wish to have your students flip back to **Student Handbook pages 14–15, What Do You Like to Do?** from the previous lesson, so that they can review the interests they felt best described their personality.]

9. **SAY SOMETHING LIKE:** The next section of the career report asks about **Money & Outlook**. To find this information, just click the blue tab on the left side of the page labeled **Money & Outlook**. You’ll find some information about the career’s earnings in the text at the top of the page. For most careers, you can find the annual income of the career for our state or for other states. [Model how to use the pull-down menu on the left side of the page to find other state’s information.]

You’ll also notice that under each occupation there is a graph with spaces for average, entry level, and experienced wages. [See **Vocabulary** section, and discuss what these terms mean.] In some careers, all of those spaces are filled in. In other careers, only the average wage is filled in. Remember, the average wage is not the highest wage that you can earn in the career! Over time, you could earn more.

For your career report, you'll be asked to list the annual salaries for each level, average, entry level, and experienced. If entry level and experienced wages do not appear, write N/A in the space. This means Not Available. You'll still be able to fill in the average wage.

[Model how to do this on the **Sample Career Report**. Also note which occupation you used.]

10. **SAY SOMETHING LIKE:** The follow-up question asks how these salaries compare with other careers you know about. You should look up two other careers, like dentist and retail salesperson. Find the average annual earnings for each career by clicking the **Money & Outlook** tab within their career profile. Then record this information on your career report. [See **Implementation Options** for suggestions].

11. **SAY SOMETHING LIKE:** The next section of the career report asks about education. To find information about the education required for a career, return to your original career profile. Click the blue **What to Learn** tab. As you'll see on the career report, you are asked to check the education needed for this career. You'll find this information in the section called Education Level.

[Have students read the text and identify the recommended level of education. *(Note that a four-year bachelor's degree is considered a minimum requirement. Many jobs require a master's degree: MSW = Masters in Social Work.)* Then discuss what level of education this fits into. *(More than four years of college.)* Instruct the students to raise their hands if they need help interpreting the type of education listed for their career.]

12. **SAY SOMETHING LIKE:** The follow-up question asks if you're willing to invest the time and money needed to get this type of education. This question doesn't require any other research—it just asks you to seriously consider your own goals.

13. **SAY SOMETHING LIKE:** And that's how you'll use RUReadyND.com's Choices Planner to complete your own career reports. [Review steps as needed and answer any questions.]

III. Research Career #1 (20 minutes)

1. [Have students turn to their **Portfolio pages 5–6, Career Report**. Explain that today they should research the first career they selected.]
2. [Give students about 20 minutes using Choices Planner to complete the **Career Report** for this career, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

IV. Wrap Up: Share Career Information (5 minutes)

1. **SAY SOMETHING LIKE:** Now I'd like you to turn to the student beside you. In the remaining time, you're going to share your answers to the follow-up questions with this partner. The person whose birthday is closest to today's date should begin, and take a few minutes to share these answers with your partner, letting him or her look at your career report if necessary. Then the other partner will share his or her answers to the follow-up questions.
2. **SAY SOMETHING LIKE:** You all did a great job today. Next week, you'll work independently to research your second career. You'll also have a chance to read about a typical workday from real people in the jobs you're researching.

DO NOW

Careers 3: Career Report

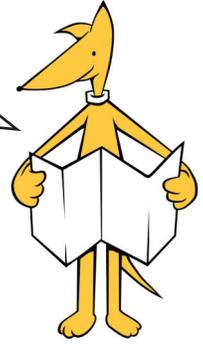
Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. List three careers you chose to research last class in the space below. Then explain one thing about each career that interests you.

2. In the last class, you learned about the six different career interest areas. List two interest areas that you feel best fit your interests. Explain why.

Is this career a good fit for you? Write your findings here.



Sample Career Report

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

Career: _____

What They Do

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

List two to three specific tasks this person might do on a typical day.

- _____

- _____

- _____

Follow-up: Is this career a good match for your skills and interests? Explain why.

Money & Outlook

How much money can a person with this career expect to make in your state?

ENTRY WAGE: \$ _____ Annual

AVERAGE WAGE: \$ _____ Annual

EXPERIENCED WAGE: \$ _____ Annual

Follow-up: How does this compare with other related careers? (Click What to Learn, and then click the related Career Cluster listed at the top of the page. When the new page appears, click Careers to see a list of related careers. Click on the career of your choice, and then on Money & Outlook)

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

Name of career: _____

AVERAGE WAGE: \$ _____ Annual

What to Learn

How much postsecondary (after high school) education is recommended for this career?

Which of these best describes the recommended level of education?

- | | |
|--|--|
| <input type="checkbox"/> high school graduate only | <input type="checkbox"/> two-year college |
| <input type="checkbox"/> apprenticeship | <input type="checkbox"/> four-year college |
| <input type="checkbox"/> tech or trade school | <input type="checkbox"/> more than four years of college |

Follow-up: Are you willing to invest the time and money needed to get this type of education? Explain your answer.

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A Day on the Job

The **BIG** Idea

- What are the day-to-day tasks and responsibilities of the career I'm investigating?

AGENDA

- Approx. 45 minutes
- I. Warm Up: On-the-Job Activities (5 minutes)
 - II. A Day in the Life (10 minutes)
 - III. Research Career #2 (25 minutes)
 - IV. Wrap Up: What Did You Learn? (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 8–9, Career Report (begun in lesson 2)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 22, A Day in the Life
 - Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____
- Overhead projector
- LCD projector
- Laptop
- Highlighters

OBJECTIVES

During this lesson, the student(s) will:

- Use RUPrepareND.com's Choices Planner to find information about one of his/her selected careers, including What They Do, Money & Outlook, and What to Learn.
- Summarize career information in a career report.

OVERVIEW

In this lesson, students will be researching the second career they selected. To begin, they'll write down the main things they did the previous day in "A Day in the Life" schedule. Then they'll discover how to use RUPrepareND.com's Choices Planner to investigate the daily activities and responsibilities of people with a specific career. Next, they'll work independently to complete a career report for their career. Finally, they'll answer questions reflecting on whether that career is a good fit for them.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com website is accessible from students' computers.
- List the day's **BIG IDEA** and activities on the board.
- Write the web address RUPrepareND.com on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 22, A Day in the Life.**
 - **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**
- For the sample career highlighted in **Activity II, A Day in the Life**, 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 in Choices Planner, such as "Graphic Designer" rather than just "Designer.")

BACKGROUND INFORMATION

Today students will be using RUPrepareND.com's Choices Planner to research their second selected career. Last week, they completed a career report for their first career. This week, they'll complete a career report for their second career. They will be researching What They Do, Is This For You?, Skills You Need, What to Learn, and Money & Outlook. Through their research, students should be able to reflect on the activities, responsibilities, working conditions, physical demands, work hours, and travel requirements of someone in this career.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 22, A Day in the Life** as a DO NOW. Give the students five minutes to answer the column that is labeled "My Life." Once the students have completed their quiz, begin with the discussion written in the **Warm Up**.

See **Careers Lesson 3** for tips on readability issues for Choices Planner.

For the **Earning Follow-up** question on the **Career Report**, you may choose to have the class look up two careers of their choice. Rather than using related careers, students will use two careers of varying wages as benchmarks. One of the careers should have a low wage, while the second career should have a high wage. Students should enter these values for all three **Career Reports**. (Career reports are used in lessons 2–5.)

ACTIVITY STEPS

I. Warm Up: On-the-Job Activities (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the fourth week in our careers unit. Last week, you used RUPrepareND.com's Choices Planner website to research the first career you chose. This week, you're going to research a second career. You're also going to find out about the tasks and responsibilities of someone in this job.
2. **SAY SOMETHING LIKE:** To begin, I'd like you all to turn to your **Student Handbook page 22, A Day in the Life**. On this chart, you're going to list the major activities you did yesterday. You only need to include the major events. For example, you don't have to write that you dressed for soccer practice from 3:45 to 4:00, stretched from 4:00 to 4:15, and ran drills until 4:45. Just mark the whole time you were involved in soccer practice. Also, keep the activities brief. Write in words or short phrases, like "soccer practice," "dinner with family," or "homework."
3. [Give students a few minutes to complete the chart.]
4. [Explain that while a job description might sound interesting, whether or not you would enjoy it really boils down to the daily activities and responsibilities. Students will now explore the type of activities people in their assigned career spend their time on.]
5. [Ask students to turn to their **Portfolio page 8, Career Report**. Have students locate the second career they identified, and explain this will be the career they'll research today.]
6. **SAY SOMETHING LIKE:** As you learn about your career and read about other careers today, remember to be thinking about whether or not each one is a good fit for you.

II. A Day in the Life (10 minutes)

1. **SAY SOMETHING LIKE:** Now let's find out how we can use RUPrepareND.com's Choices Planner to learn about the daily activities and responsibilities of a specific career, in short, how people spend their days! Look at your **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**. Use the information on the **What They Do** page of the career profile to answer the questions on that page.

This will help you to understand the types of activities a person in this career might do on a typical day. Along with a career report, you'll be completing this handout for your assigned career today. Use this page to follow along as we look at a sample career together.

2. [Sign in to RUMReadyND.com. Using your laptop and LCD projector, model how to sign in.]
3. **SAY SOMETHING LIKE:** Today, let's look at the career profile of a landscape architect. How do we do that? [At this point, students should be able to describe the steps: Type "Landscape Architect" in the Search box and click **Go**. Model how to do this on your laptop.]
4. **SAY SOMETHING LIKE:** Before we look at this career profile, does anyone know what a landscape architect does? [Take answers. Explain that a landscape architect works outside, creating gardens, patios, and other outdoor spaces. They also spend part of their time in an office preparing plans and meeting with clients.]
5. [Point out the **What They Do** section of the profile.]

SAY SOMETHING LIKE: Let's look at the **What They Do** page for a landscape architect.

6. **SAY SOMETHING LIKE:** Now let's read the information on the **What They Do** page and see what a landscape architect does on the job and what the working conditions, physical demands, work hours, and travel are.

[Ask: What does it sound like a landscape architect does for most of the day? What are some major tasks and activities? What are the working conditions and physical demands? Do they travel?]

7. **SAY SOMETHING LIKE:** For your career, you're going to reflect on this information on the **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**. Answer each question the best that you can based on the information on the **What They Do** page. On some questions, you will be asked to reflect on what you've learned. Answer those questions with your own opinion.

III. Research Career #2 (25 minutes)

1. [Have students turn to their **Portfolio pages 8–10, Career Report (Second Career)**. Explain that they should begin by completing this form for their second career. When they've finished, they should complete the **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____**.]
2. [Give students about 25 minutes to complete their research, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

IV. Wrap Up: What Did You Learn? (5 minutes)

1. [Ask volunteers to describe one way a day in their career life would be different from a day in their school life—other than the obvious “I’d get paid.”]
2. **SAY SOMETHING LIKE:** You all did a great job today. Next week, we’ll talk about how your personal values affect career choices, and you’ll research the last of your three careers.

A Day in the Life

Write down all the important things you did yesterday. Try to identify only the key activities of your day, rather than the minor tasks. For example, it's more important to know when you were at soccer practice than when you changed into your soccer shoes.

Time	My Life
7:00 – 8:00 am	
8:00 – 9:00 am	
9:00 – 10:00 am	
10:00 – 11:00 am	
11:00 – 12:00 pm	
12:00 – 1:00 pm	
1:00 – 2:00 pm	
2:00 – 3:00 pm	
3:00 – 4:00 pm	
4:00 – 5:00 pm	
5:00 – 6:00 pm	
6:00 – 7:00 pm	
7:00 – 8:00 pm	
8:00 – 9:00 pm	
9:00 – 10:00 pm	
10:00 – 11:00 pm	

A Day in the Life: Reflection on the Life of a _____

Read the What They Do page of the career profile for the career that you are researching. Answer the questions below based on your readings and your own reflection.

Career: _____

What are some of the tasks that a person in this career has to do?

Which tasks do you think would be the most interesting?

Which tasks would you find the most difficult?

Which activities surprised you?

What are some of the working conditions and physical demands for this job?

What are the work hours and travel like?

Work and Values

The **BIG** Idea

- How will my personal values affect my choice of careers?

AGENDA

Approx. 45 minutes

- I. Warm Up: My Values (10 minutes)
- II. Career Research #3 (30 minutes)
- III. Wrap Up: Same Career, Different Values (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 11–12, Career Report, (begun in lesson 2)
 - Portfolio page 14, Comparing Careers: Values
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 24, My Values
- Highlighters
- Overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Identify personal values.
- Understand how his/her values influence choice of careers and career satisfaction.
- Summarize career information in a career report.

OVERVIEW

In this lesson, students consider how their values affect their career choices. To begin, students identify their own most important personal values (from a list of five). Then students work independently to complete a career report for their third career. Finally, they'll examine how the values of their career selections fit their personal values.

PREPARATION

- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com website is accessible from students' computers in advance of this lesson.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 24, My Values**
 - **Portfolio page 14, Comparing Careers: Values**
- 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 RUPrepareND.com on the board.

BACKGROUND INFORMATION

Today students will be using RUPrepareND.com's Choices Planner to research their third selected career. Last week, they completed a career report for their second career, and read about the major tasks and activities someone in this career does. Through this information, students got an overview of the tasks and responsibilities of this career. Today, students will be learning about values associated with each of their three careers.

VOCABULARY

Values: Principles or beliefs that guide and regulate actions and behavior.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 24, My Values** as a DO NOW. Give the students three minutes to complete this page. Once the students have completed the page, begin with the discussion as written in the **Warm Up**.

See **Careers Lesson 3** for tips on readability issues for the Choices Planner.

ACTIVITY STEPS

I. Warm Up: My Values (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome, everybody! In this unit, you've been exploring careers. So far, we've focused on how much education is required for different careers, what's involved in different jobs, and what the earnings are like. This week, we're going to look at careers from a different angle—how similar the values associated with a particular career are to your own.
2. **SAY SOMETHING LIKE:** To start off, how would you describe values? [Take a few answers from the class. Explain that values are your beliefs or principles that guide how you live and act. Values are the code we live by—or at least try to live by.]

Already, your values affect decisions you make every day, from what you do after school to the people you hang out with.

3. **SAY SOMETHING LIKE:** Now, I'd like you to reflect on your own values—which beliefs or ideals are most important to you. To begin, turn to your **Student Handbook page 24, My Values**. Please read through the values and definitions. Remember, this is not a comprehensive list of all values that might be important to you. This is a short list of a few values that you might want to think about when you are considering whether or not a job is a good match for you. Then place a check mark beside each value that you feel is very important to you—a value that really affects the decisions you make in your life.

When you're done, please circle the two values that are MOST important to you and explain at the bottom of the page why you chose those two values.

4. [Give students about five minutes to complete this activity.]

II. Career Profile: Is This For You? (10 minutes)

1. **SAY SOMETHING LIKE:** Next, we're going to consider how values affect career choices. We're going to look up a career in Choices Planner and see what values are associated with that career.
2. Sign in to RUPrepareND.com, and then enter the career that you are searching for in the Search box and click **Go**. You may wish to choose one of the sample careers that are

listed in the sample careers and values chart. Students will be reading the values for the selected career on the **Is This For You?** tab.]

Sample Careers and Values Chart:

Career	Values
Electrician	Achievement, Relationships
Administrative Assistant	Relationships, Support
Biologist	Achievement, Independence
Musician	Achievement, Independence
Animal Breeder	Independence
Air Traffic Controller	Independence, Recognition

- [Have students turn to **Student Handbook page 24, My Values** and review the meanings of the values listed on the page.]

III. Career Research #3 (25 minutes)

- [Have students turn to **Portfolio pages 11–13, Career Report (Third Career)**. Explain that they should begin their independent work by completing this form for their third career. Let them know that they'll return to the topic of values once they've completed research for this third career.

Give the students eight to ten minutes to complete their third career report. Once all the students have finished, go over the directions for **Portfolio page 14, Comparing Careers: Values** as written below.]

- SAY SOMETHING LIKE:** Earlier in class you identified your three most important values. Now, you're going to take a look at **Portfolio page 14, Comparing Careers: Values** to decide if and how each of your top career choices matches your values. You may use your completed **Student Handbook page 24, My Values**, to help you.
- [Direct students' attention to **Portfolio pages 11–12, Comparing Careers: Values**. Read the first question aloud, and remind students that the **Is This For You?** page will provide the answer to this question. For example, if you click on the **Is This For You?** page in the career profile for 'Veterinarian' you will find that a veterinarian's top values are achievement and independence. Now read the second question aloud. Model how to respond by giving an example: *A veterinarian's work values are achievement and independence. Those are two of my top values, also. This would be a good match for me.* Tell students that if a career meets none of their values, then they

should write “none” on the chart.]

4. [Instruct students to read over their three **Career Reports** before completing this chart. They should pay close attention to the daily tasks described in the **What They Do** tab. **Student Handbook page 23, A Day in the Life: Reflection on the Life of a _____** is another useful resource for students to look over. These resources will help them to see if a career matches their values.]
5. [Give students about 15 minutes to complete this work, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

IV. Wrap Up: Same Career, Different Values (5 minutes)

1. **SAY SOMETHING LIKE:** Before we wrap up for the day, let’s think about what we discovered about our career choices and ourselves. Who would like to share one career and the values that they associate with it? [Let volunteers share some examples.]
2. **SAY SOMETHING LIKE:** Now, take one last look at your **Career Reports**. Did your careers reflect the same personal values you chose at the beginning of the lesson? Chances are, you will find more satisfaction in careers that reflect the values that you feel are most important.
3. **SAY SOMETHING LIKE:** Of course, the same career might appeal to different values in different people. For example, one person might be drawn to the career of a doctor because they want to help people. Someone else might really want to be a doctor because they feel it offers an adventure — with new things to discover every day. And another person might want to be a doctor for the money and recognition.
4. **SAY SOMETHING LIKE:** What inspires another person might not be what inspires you — and you’re the person you should ultimately listen to. After all, choosing a career is a very personal decision. Parents and teachers will advise you. People already in a career will encourage you. But in the end, the choice is yours. What do you love? How do you want to use your talents? What impact do you want to have on the world?
5. **SAY SOMETHING LIKE:** You all did a great job today. Next week, you’ll use your career research to write a short “advertisement” for that career to encourage other students to consider it. At the end of the class, we’ll post these career “ads” around the room and you’ll have a chance to walk around and learn about different careers.

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My Values

Read the list of values and descriptions below, and check all that are important to you. Then circle the two that are most important.

- ACHIEVEMENT:** I like to see the results of my work.
- INDEPENDENCE:** I like to set my own schedule and do things my own way.
- RELATIONSHIPS:** I like being friends with my classmates and co-workers. Helping other people is important, too.
- RECOGNITION:** I like being known for my accomplishments — grades and awards are important to me.
- SUPPORT:** I like to be treated fairly. I want to know that teachers and supervisors will stand by me when things get tough.

Add Working Conditions: I like job security, good pay and good working conditions.

1. My **most important** value is _____ because _____

2. My **second most important** value is _____ because _____

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Comparing Careers: Values

List the careers you're considering in the boxes at the top of the chart. For each career, respond to the questions in the column to the left. You should also list your favorite careers from your results on Portfolio Page 4.

Question:	Career 1:	Career 2:	Career 3:
<p>Look at the Is This For You? page in Choices Planner. What work values are listed as being the most important to someone who has this career?</p>			
<p>Look back at Student Handbook page 24, My Values. Are these values a good fit for your own personal values? Explain.</p>			

A Career for You?

The **BIG** Idea

- Which career that I've researched is the best fit for me and why?

AGENDA

- Approx. 45 minutes
- I. Warm Up: Realistic Career Reflection (5 minutes)
 - II. Choose a Career (15 minutes)
 - III. Sell Your Career! (15 minutes)
 - IV. Wrap Up: A Career for You? (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist (Careers skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 25–26, Career Assessments
 - Student Handbook page 27, A Job for You?
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, A Job for You? (Sample)
- Overhead projector
- LCD projector
- Laptop
- Post-it notes

OBJECTIVES

During this lesson, the student(s) will:

- Assess each career they've researched in the unit, and choose the one that's the best fit for them.
- Summarize the most exciting aspects of their chosen career in a career "advertisement."

OVERVIEW

In this lesson, students will examine each career they've researched in this unit. Then, they'll choose their favorite career of the three and reflect on why it fits their skills and interests. Next, they'll use the information they've collected about that career to write an "advertisement" about it—describing what's exciting about the job, and what kind of people are right for the job. Finally, they'll post their career advertisements around the room to share with other students.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 25–26, Career Assessments**
 - **Facilitator Resource 2, A Job for You? (Sample)**
- For the sample career highlighted in **Activity II, Choose a Career**, select 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 RUPrepareND.com's Choices Planner, such as "Graphic Designer" rather than just "Designer.") NOTE: If you choose a different career to model, you must create a sample "A Job for You?" to use when introducing the activity.

BACKGROUND INFORMATION

In this final lesson of the careers unit, students will be assessing the three careers they've researched, choosing their favorite, and writing an advertisement to encourage other students to consider it. As you close this unit, focus on the tools students have learned to research careers and consider which ones are a good fit for them. Students should not feel pressured to find "the career" that they'll pursue after high school. Instead, they should see this as the beginning of an exciting journey to explore the many careers available to them.

IMPLEMENTATION OPTIONS

DO NOW:

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

Directions: Take out your three career reports from your portfolio section. Read through the **What They Do** section for each career. Then answer the questions below.

Questions:

1. What job task (out of the three careers) are you the most interested in doing?
Explain why you would enjoy doing it.
2. What job task (out of the three careers) are you the least interested in doing?
Explain why you wouldn't want to do it.

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

In **Activity III, Sell Your Career!**, if space or student behavior doesn't permit moving around the classroom, have students share their ads in teams of four. Students should write comments about their classmates' careers on post-it notes and post them on the advertisements.

ACTIVITY STEPS

I. Warm Up: Realistic Career Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Hi, everyone. Welcome to the sixth and final week in our careers unit. Last week, you researched your third career and identified the top two values each of your careers fulfills. This week, you're going to get a chance to review your research to figure out whether each one is a good fit for you. Then you'll choose your favorite career of the three you've researched, and write a short "advertisement" about it—describing what's exciting about the job, and what kind of people are right for it. At the end of the class, we'll post these career "ads" around the room and you'll have a chance to walk around and learn about different careers.

The purpose of this career reflection is to help you make a realistic career choice. In order to do that you need to dig under the surface of these jobs. You want to think about all of the pros and cons for each career so that you can make an informed decision about which career will best fit your own interests and skills. It's important to keep in mind that few people find every part of their job exciting. A police officer on TV is typically shown chasing after a criminal or jumping from building to building. In reality, there is a lot more to a police officer's job that is not shown on TV. Often times there is a lot of paperwork involved in processing an arrest, for example.

This doesn't mean that you should abandon your career choices if you don't love every part of the job. What you want to do is look at the overall picture of the job and ask yourself: What do I like? What parts would I not enjoy? This will help you figure out which job is the best fit for you.

II. Choose a Career (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to consider your own opinion about each of these careers. Please turn to your **Student Handbook pages 25–26, Career Assessments**. This is where you're going to record your personal opinion about each career. In short, whether you think it's a good fit for you and why.

To review the information you've gathered, please take out the **Career Reports** for all three careers, which you completed in lessons 3, 4, and 5. Take a few minutes to read through each one—especially the follow-up questions. Then, for each career, you're going to decide whether you would, might, or would not like that career. You are then going to explain what specific job responsibilities or tasks made you think you would or would not like that career.

2. **SAY SOMETHING LIKE:** When you've completed the box for each career, I'd like you to choose which one is the BEST fit for you and explain your answer at the bottom of the **Student Handbook pages 25–26, Career Assessments.**
3. [Give students about 15 minutes to review their **Career Reports** and complete the **Career Assessments.**]

III. Sell Your Career! (15 minutes)

1. **SAY SOMETHING LIKE:** Now that you've selected your top career choice, it's time to create a career "advertisement" to let the class know why it's such an exciting career. This gives people the opportunity to learn about many more careers than they could investigate on their own. Who knows? Maybe you can encourage others in the class to consider it, too.

To begin, turn to your **Student Handbook page 27, A Job For You.** This is the form you'll use to create the advertisement that describes two things: WHY it's an exciting career and WHO would be a good person for this career. To fill it in, you'll want to refer to your career research—the **Career Reports.**

2. [Put the **Facilitator Resource 2, A Job for You? (Sample)** on an overhead projector to show a sample.]

SAY SOMETHING LIKE: Here's a sample of what an advertisement might look like for a curator—the person in charge of exhibitions and collections in a museum, gallery, or other institution.

Let's take a minute to review this page. The first part describes WHY it's an exciting career. To fill it in, think about the **What They Do** page in the **Career Profile.** What are some of the most exciting responsibilities and tasks of this job?

The second part of the advertisement describes WHO might be a good fit for this career. For this section, list some characteristics of people who would like this job. You'll need to make an inference here. It might be helpful to go back to **Student Handbook pages 14–15, What Do You Like to Do?**, and look at the career category descriptions.

Then, at the end of the page, you'll write the name of your career.

3. [Give students about 10 minutes to complete their advertisements, while you circulate to answer questions, troubleshoot, and keep them focused and on task.]

- [When students have completed their advertisements, post the advertisements around the room.]

IV. Wrap Up: A Career for You? (10 minutes)

- SAY SOMETHING LIKE:** In the remaining time, you'll have a chance to walk around the room and read the different career advertisements. As you do, think about which ones you might consider yourself. [Students should use post-it notes to write comments on careers they find interesting.]

- SAY SOMETHING LIKE:** But before you start reading the advertisements, I wanted to say congratulations to all of you for doing such outstanding and thoughtful work in this unit. Thinking about your career—and your future—can be challenging, but you all showed a lot of maturity and personal insight.

I also hope that you all come away from this unit with some new ideas about possible careers. Whether or not you actually pursue one of the careers you researched, you should all be excited about the many possibilities that are out there. Plus, you've learned some important tools in this lesson for researching careers and thinking about how to find one that will be just right for you.

Even though this unit is over, remember that your career exploration has just begun!

- SKILLS CHECKLIST**

Direct students' attention to **Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist**. Have students complete the skills checklist questions for careers.

Careers

I can ...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on education required.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify values that will affect my career decisions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Compare careers based on earnings.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Careers 6: A Career For You

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

Questions:

1. What job task (out of the three careers) are you the most interested in doing? Explain why you would enjoy doing it.

2. What job task (out of the three careers) are you the least interested in doing? Explain why you wouldn't want to do it.

A Job for You? (Sample)

Use the information from your career report to create an “advertisement” for your top career choice that encourages other students to consider this career.

If you like...

What are some of the most exciting parts of this job? Think about the **What They Do** section in the **Career Reports** and **A Day in the Life: Reflection on the Life of a _____**.

- *Working with collections of art and other precious objects, such as historic artifacts*
- *Meeting and working with lots of different artists*
- *All kinds of art, from painting to sculpture*
- *Watching an art exhibition come together*
- *Researching and writing about art and important objects*

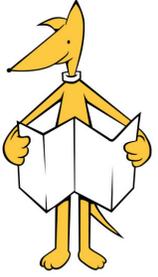
If you are...

What kind of person would like this job? Think about the traits or personal characteristics a person would need to enjoy this career. Look back at your Career Reports and **Student Handbook pages 14–15, What Do You Like to Do?**

- *Someone who can manage a staff and organize large events*
- *A hard worker and good with details*
- *Flexible and sensitive to other people*

Then consider a career as a... Curator

Compare the evidence and
choose your top career.



Career Assessments

Now that you've researched important information about each of your careers, consider whether each one is a good fit for you.

Career #1

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Career #2

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Career #3

Career name:

I (circle one): [*would, might, would not*] like to pursue this career.

Reflection: List two tasks or job responsibilities that made you think this career would or would not be a good fit for you. For each task, explain why you think it fits (or does not fit) your skills and interests.

- ---

- ---

Top Career Choice

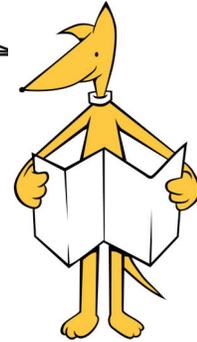
Of these three careers, which one is the best fit for you? Why?

- ---

What is one obstacle that might keep you from pursuing this career? Describe something you could do now to help overcome this obstacle.

- ---

Who would like this career? Use this page to share what you've learned.



A Job for You?

Use the information from your career report to create an “advertisement” for your top career choice that encourages other students to consider this career.

If you like....

What are some of the most exciting parts of this job? Think about the **What They Do** section in the **Career Reports** and **A Day in the Life: Reflection**.

If you are...

What kind of person would like this job? Think about the traits or personal characteristics a person would need to enjoy this career. Look back at **Student Handbook pages 14–15, What Do You Like to Do?** (lesson 2).

Then consider a career as a... _____

AD APPRENTICES

Lesson Descriptions

Ad Apprentices 1: Think Like an Advertiser

How do advertising teams construct public service announcements to create awareness of an issue?

Ad Apprentices 2: Setting Up Shop & Choosing a Topic

What skills does this project require, and what role will I play on my ad agency team?

Ad Apprentices 3: Planning and Storyboarding I

What's the best way to get our team's message across?

Ad Apprentices 4: Planning and Storyboarding II

What details will make our public service announcement effective?

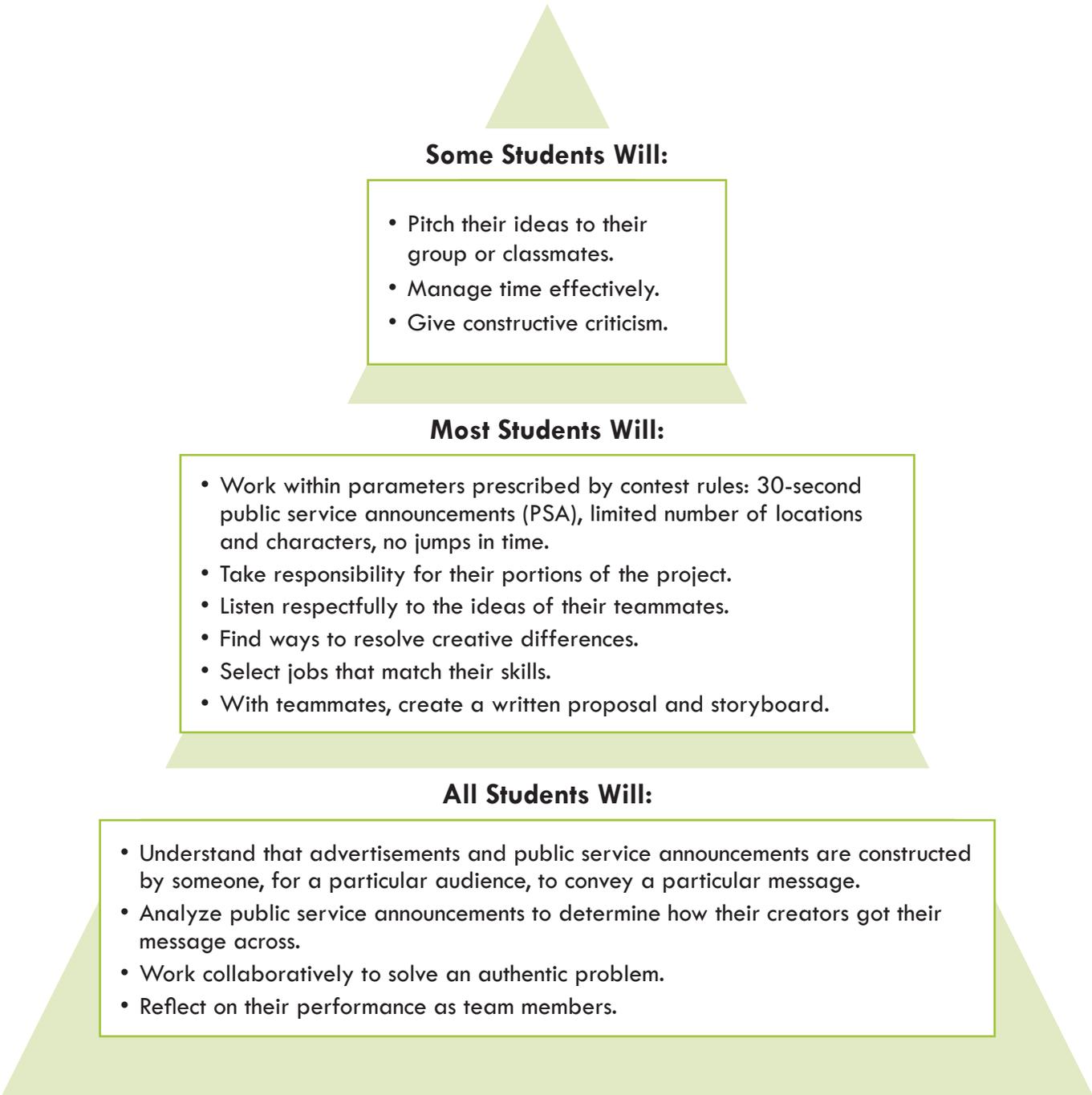
Ad Apprentices 5: Public Service Announcement Presentations

How effective was my team's public service announcement?

How did I contribute to the team?

PLANNING PYRAMID

GRADE 9, Unit 4, Ad Apprentices



Some Students Will:

- Pitch their ideas to their group or classmates.
- Manage time effectively.
- Give constructive criticism.

Most Students Will:

- Work within parameters prescribed by contest rules: 30-second public service announcements (PSA), limited number of locations and characters, no jumps in time.
- Take responsibility for their portions of the project.
- Listen respectfully to the ideas of their teammates.
- Find ways to resolve creative differences.
- Select jobs that match their skills.
- With teammates, create a written proposal and storyboard.

All Students Will:

- Understand that advertisements and public service announcements are constructed by someone, for a particular audience, to convey a particular message.
- Analyze public service announcements to determine how their creators got their message across.
- Work collaboratively to solve an authentic problem.
- Reflect on their performance as team members.

ROADS to SUCCESS

Grade 9

Ad Apprentices

Family Newsletter

21st Century Skills

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

For more info, visit www.roadstosuccess.org.

Did you know? 85% of jobs created between 2000 and 2015 will require education beyond high school.

What does your teen need to be ready for work? In 2010, executives across America were asked what skills they considered important for young workers.

The Basics

Not surprisingly, employers say new workers need to know the basics: reading, writing, and math. Good jobs go to people with these skills. Want to drive a truck for FedEx? There's a written test to see if you'll be able to sort packages, follow directions, and read a map. Want to drive a truck cross-country? Here are some of the skills you'll need, according to Don Hess, Director of Transportation & Public Safety Programs at John Wood Community College in Quincy, IL:

"Truck drivers must have good math skills. They have

to keep very detailed 'log books,' which keep track of all of the hours in the day, and how many hours the driver has been driving, loading, sleeping, eating, and resting. They have to know how to use fractions and decimals to calculate those hours. Truck drivers also must calculate the weight of their load, figure out how the load should be distributed in the trailer, supervise the loading process, then calculate the weight that is being put on each axle of the truck and the trailer." And so on.

Critical Skills

The list of employers' needs doesn't stop with basic academic skills. Employees also need to think critically, solve problems, innovate, collaborate and

communicate effectively. Examples:

Ability to communicate in writing—Write letters, memos, and business reports.

Creativity and innovation—The ability to see what's NOT there and make something happen.

Critical thinking/ problem solving—Figure out what actions can be taken, and the possible results of each.

Even students who do well in school may need improvement in applied skills. These take practice! Internships, jobshadowing programs, and summer jobs are great places to start.

—AMA 21st Century Skills Survey

Grade by Grade: Ad Apprentices

Ninth grade Roads to Success students will have a chance to apply their skills in a work situation. In the "Ad Apprentices" unit, students work together as part of a four-person advertising team. Their mission: to design a 30-second commercial on a Roads to Success theme.



Producer, storyboard artist, writer, and marketing director combine their talents to create a written proposal

and storyboard. Teams pitch their proposals to their classmates, who choose their favorite entries to go on to a ninth grade competition. The winning commercial in each school will be videotaped and shown to other students — evidence of job skills in action.

Think Like an Advertiser

The **BIG** Idea

- How do advertising teams construct public service announcements (PSAs) to create awareness of an issue?

AGENDA

Approx. 45 minutes

- I. Warm Up: What's a PSA?
(10 minutes)
- II. Introducing the PSA Contest
(5 minutes)
- III. PSA Analysis (25 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS
 STUDENT HANDBOOK PAGES:

- Student Handbook page 28, Do Tag Lines Work?
- Student Handbook pages 29–31, Ad Analysis Forms
- Student Handbook page 32, PSA Topics

 FACILITATOR PAGES:

- Facilitator Resource 1, Do Tag Lines Work? (Answer Key)
- Facilitator Resource 2, PSA Contest Basics
- Facilitator Resource 3, Ad Agency Flow Chart
- Facilitator Resource 4, Ad Analysis Summary

 Laptop, LCD projector, and speakers

 Ad Council PSAs (See **PREPARATION**)

 Overhead projector
OBJECTIVES

During this lesson, the student(s) will:

- Discuss the purpose of a public service announcement (PSA), and recognize the difference between a PSA and a commercial advertisement.
- Analyze and evaluate PSAs, identifying the client, the target audience, and how the message was conveyed.

OVERVIEW

In this unit, students work in teams as ad apprentices challenged to develop a 30-second public service announcement (PSA) for which Roads to Success (RTS) is the client. In this first lesson, students work in teams to “think like advertisers” as they critically examine existing PSAs, evaluating what makes them effective. As part of their assessment of individual PSAs, students consider who created the message, who the target audience is, and what idea or action the ad is selling. If there is time, the lesson will wrap up with teams receiving a list of topics to consider for their own PSAs.

PREPARATION

- Students will be assigned to teams of four who remain together throughout the unit. Students will get into their teams at the beginning of lesson 2, so if your students have not previously been assigned teams, you should be ready to make these assignments at the beginning of the next lesson.
- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- Video preparation:
Go to the Ad Council’s website (<http://psacentral.adcouncil.org/psacentral/signon.do>) to preview and select three PSAs that will be of interest to your students. PSAs on educational themes are preferred over health themes, as these will be more helpful examples as students create their own PSAs. (Note: you will need a recent version of Windows Media Player to view the videos. Downloading instructions are provided on the Ad Council website.)

Make arrangements to view the videos in class:

- Via Internet
- By downloading to your computer prior to class.

Preview the “Sock Friend” PSA found on the Roads to Success website (<http://www.roadstosuccess.org/documents/psaYouthSockFriend.wmv>) and make arrangements to view it in class.

Review sample ad analysis summaries found in **Facilitator Resource 4**, and be prepared to discuss this information for the PSAs you’ve selected. See page 195 for an analysis of the “Sock Friend” PSA.

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 29–31, Ad Analysis Forms**
 - **Facilitator Resource 2, PSA Contest Basics**
 - **Facilitator Resource 3, Ad Agency Flow Chart**

- ❑ Check in with your school administrators to see if the winning PSA can be published on your school's website. If not, see if YouTube is an option, or consider presenting it at a school assembly. You want to create an opportunity for the winning group's PSA to be seen by others.

BACKGROUND INFORMATION

In this series of five lessons, RTS invites students to work in teams as ad apprentices, and create a public service announcement, an ad that provides education and awareness of significant social issues in an effort to change the public's attitudes and behaviors and stimulate positive social change. (Ad Council definition)

Experiential Learning

Each year, we hope to provide students with a real-world opportunity within the confines of the classroom. This is often referred to as experiential education or project-based learning. Through units like Ad Apprentices, we hope to connect work students do in school with real life and the work skills they will need as employees (for example, planning, organization, research, and time management).

Some of the hallmarks of the experiential learning process are:

- An authentic problem
- Academic rigor
- Learning applied to situations of consequence
- Active exploration
- Adult connections (This might include judging of entries and assistance with videotaping, as well as the usual facilitator support.)
- Assessment practices (At the project's conclusion, students will reflect on their roles as part of a team.)

Media Literacy

In addition, we expect that students will learn something about media literacy: that the media they see is constructed by someone, for a particular audience, to convey a particular message. The Center for Media Literacy provides five key questions for analyzing media:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles, and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

In this series of lessons, we'll be focusing on **items 1, 2, and 5**.

Advertising & TV Production

Finally, students will learn something about advertising techniques and the language of television production. This knowledge is necessary for an authentic, academically rigorous experience. But teamwork, leadership, and full participation in creating their own media messages come first.

NOTE: Each school will produce its own video with the participation of the winning team.

Technical requirements for local productions follow:

Video Parameters

Planning:

At the conclusion of the Ad Apprentices unit, the winning team will shoot and edit their 30-second PSA. If you've not already done so, please survey your school/district to make sure you have the equipment and personnel needed to make this happen.

For those unfamiliar with video equipment and editing software, it will be helpful to find someone who can provide advice or hands-on assistance in both the videotaping and editing phases of this project. A student filmmaker or school media specialist might be such a person.

Time Requirements:

- Allow at least two to three hours of editing to create the 30-second PSA.
- Allow about two weeks for filming and editing.
- All of the recommended equipment and software is consumer quality and fairly user-friendly. Please check to see what's available (and in working order) at your school.

Editing Software:

Both PCs and Macs have software for video editing. Check with your school to see what's available. You'll need at least two audio tracks and a basic menu of transitions. The amount of video you can download is contingent on the memory available on your hard drive. Thirty minutes of footage will require 10–15 GB of memory.

Camera Requirements:

- Mini digital video. (All companies make these, including Canon, Sony, and Panasonic.)
- Jack for an external microphone (optional; provides best sound quality.)
- Cable that connects the video camera to the computer. Make sure that the computer has the input jack that is compatible. If not, you would need to install a separate interface card.
- Tripod.
- Image stabilization (for handheld shots; not absolutely necessary, but helpful.)
- NOTE: You do not need in-camera editing features.

Microphone:

- You could use a lapel microphone (\$20; long cord with battery pack) or a handheld microphone; (optional.)

Additional Tips:

- Pay attention to the audio quality. An in-camera microphone may not be adequate if you're any distance from the subject, so plan accordingly.
- Make sure you're including only what's needed in the frame. Closer is generally better.
- If you're planning on doing multiple takes of a single scene, "slate" each so you can find it again. Press record, then have your subject hold a piece of paper that identifies the scene (e.g., "First lady greets students, take 1") before beginning the actual taping.

VOCABULARY

Brand: A name for a product, like Kleenex tissue or Xbox video games. In modern advertising language, brand can also mean a company image, like the Nickelodeon brand or the Disney Channel brand. It can also be used as a verb, “to brand” something means to associate it with the company image.

Emotional Appeal: A technique advertisers use to hook into viewers’ emotions as a way to persuade them to do or buy something.

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Tag Line: A brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

Target Audience: Specific groups of people that advertisers want to reach.

IMPLEMENTATION OPTIONS

In general, please note the following:

- During this five-week lesson plan, you can make time adjustments as needed. If a lesson is finished more quickly, move on, or if you need more time to complete it, carry it over to the next week. Just keep an eye on the overall picture so every class finishes its PSAs on time. If time allows, you may wish to split Lesson 5, PSA Presentations into two classes, adding an extra week for completion of this unit.
- It’s fine if more than one team wants to address the same topic for their PSA.

For this lesson in particular:

For **Activity III: PSA Analysis** feel free to put your students in either pairs or small groups, whichever works best for your class.

If you are running short on time, you may choose to review only two PSAs in **Activity III, PSA Analysis**. Review the first PSA as a class and have students review the second PSA in pairs.

ACTIVITY STEPS

I. Warm Up: What's a PSA? (10 minutes)

1. [As students enter the class, instruct them to turn to **Student Handbook page 28, Do Tag Lines Work?** Give students a few minutes to match the products listed with their corresponding tag lines.]
2. **SAY SOMETHING LIKE:** Which tag lines did people think were most effective and why? Who here has been persuaded to buy a product because of its tag line? [Allow students to respond.] It sounds like some commercial advertisements can be very persuasive. We're going to watch a special kind of advertisement now and think about whether or not we find it persuasive and why.
3. [Direct students' attention to the television, where you've cued up the first PSA. Click to play the PSA titled "Sock Friend," a PSA aimed at encouraging students to join afterschool programs.]
4. [When the clip is over, prompt a very quick discussion about students' impressions of the ad.
 - Who is this ad aimed at?
 - According to this ad, what's the advantage of after-school programs?
 - Does anyone know what kind of an ad this is?

Then encourage the students to describe how this ad is different from ads for things like clothing and food. Follow up by defining a PSA and comparing it to a commercial ad, as follows.]

SAY SOMETHING LIKE: This commercial is a specific kind of ad called a public service announcement, or PSA. PSAs are persuasive like the ads you see for things like jeans, movies, etc., but they are also very different. Rather than trying to get you to buy something, PSAs make you aware of an issue or a problem and encourage you to take action. You've probably seen PSAs on topics such as the dangers of smoking, the need for recycling, and the importance of staying in school.

5. [Display the following chart on an overhead or chart paper. Call on a few volunteers to identify PSAs they've seen on TV, who they're aimed at, and what their message is. Record the students' answers on the chart.]

PSA	Target Audience (Who is the PSA aimed at?)	Message

II. PSA Contest Introduction (5 minutes)

1. **SAY SOMETHING LIKE:** How many of you have seen Donald Trump's show, *The Apprentice*? [Show of hands.] In the show, contestants work in teams to complete different tasks. In almost every season, teams create ad campaigns to promote items ranging from a new cereal brand to a cutting-edge video game. Like Trump's apprentices, your challenge is to work with a team as "ad apprentices" to develop a PSA. Today we are going to analyze three different PSAs to learn what they are all about. Next week, we'll talk about the different jobs and tasks for this project. Each of you will work in a team of four students, where each student has a different job. In a month each team will get to present their PSA to the class. The winning team gets to videotape their ad and have it appear on the school's website!
2. [Display **Facilitator Resource 2, PSA Contest Basics** on either an overhead or chart paper. Pick different student volunteers to read each of the following points aloud:
 - Student teams (of four) will develop a 30-second public service announcement with a Roads to Success message.
 - Each class will select two finished PSA proposals to advance to a ninth grade competition.
 - A winner will be selected from each school to be submitted to RTS for approval.
 - The winning video(s) will be produced and edited by the students.
 - Completed PSAs will be shared with the public. (Explain to students how their PSA will be shared. Do this on your school website or through another option you've decided for your students.)

Answer any big questions students have, but let them know that you will go over the rules of the PSA contest in more detail next class.]

III. PSA Analysis (25 minutes)

1. **SAY SOMETHING LIKE:** All ads, whether the goal is to sell a product or an idea, are created by someone (the client), for someone (the target audience), and for a particular reason, the client wants the viewers to buy something (example: a certain brand of soda), take an action (example: recycle), or be aware of something (example: smoking causes cancer).

So, for example, if Nike wants to create an advertisement for basketball sneakers, who do you think their target audience would be? [Allow students to respond, with the answer being something like teenage/adult males who play basketball.]

[Display **Facilitator Resource 3, Ad Agency Flow Chart** on an overhead or chart paper. Place an additional piece of paper over the flow chart. You will reveal the chart one piece at a time.]

SAY SOMETHING LIKE: Great. So, who was the client in the situation we just discussed? [Allow students to respond that the client was Nike. Display the first bubble of the flow chart (the one that says CLIENT: Nike).] Great! And does Nike create the advertisement themselves, or do they hire someone to create it for them? [Allow students to respond that Nike hires someone to create it for them. Display the second bubble of the flow chart (the one that says AD AGENCY: Ogilvy).] The name of the advertising agency in this case is called Ogilvy. And Ogilvy creates an advertisement that it thinks will appeal to the target audience. And again, who was the target audience in this case? [Allow students to respond that the target audience was teenage or adult men who play basketball. Display the whole flow chart.] What are some things you think Ogilvy might include in an advertisement that would get these boys and men to buy the basketball shoes? [Allow students to respond.]

[Then ask the students the following three questions and write the correct answers on the overhead.]

- Who is the client for your PSA?
 - Who is the ad agency?
 - Who do you want your PSA to influence?]
2. [Explain to students that in preparation for creating their own PSAs they're going to look at some created by professionals, figure out whether they're convincing, and why. Explain that they're going to analyze the first ad as a whole class, then they

will analyze a second ad in pairs, and finally each student will analyze a third ad on his/her own. Let students know that you will go over the answers for each PSA as a class. Draw their attention to the television or display panel to watch the first PSA you selected (See **Preparation**). Display the topic, client, and title for the PSA on the board or chart paper and have a student read them aloud before viewing the PSA.]

[After the PSA, ask students to turn to **Student Handbook page 29, Ad Analysis Forms (form 1)** and display this page on an overhead projector or chart paper. Prompt students to discuss the ad.]

SAY SOMETHING LIKE: The first question we need to think about is who is the client behind the creation of the PSA. So in this advertisement, who was the client?

[Allow students to respond, and as you record their answers on the overhead, ask them to record their answers in their handbooks.]

SAY SOMETHING LIKE: Now that we know who the client is, who do you think they are trying to convince? Who is the target audience?

[Allow students to respond and record their answers on the overhead as they record them in their handbooks.]

[Then ask the students, “What is the message?” Record responses.]

3. **SAY SOMETHING LIKE:** To persuade viewers, advertisers use strategies such as heartwarming or inspiring stories or alarming statistics. One example of an alarming statistic could be the high percentage of high school kids who drop out of school each year. Some PSAs try to scare viewers with real-life examples, such as showing someone who is paralyzed from a drinking and driving accident. What technique was used in the first ad we saw, “Sock Friend?” (Humor) What technique did this ad use to persuade you? [Allow students to respond.]

[Assist students in completing questions 4 through 7 in the “Did It Work?” box. Review the different persuasive techniques, giving an example of each:

- **Real-life examples:** A commercial that shows a man who has a hole in his throat because of lung cancer.
- **Statistics/fact & figures:** Smoking commercials that say X number of people die from tobacco use every day.
- **Heart-warming or inspiring story:** A commercial where you see a young person who was able to go to college and become a doctor because someone gave him money to achieve his dream.]

- [Review definition of a tag line. Then ask students what the tag line was for the PSA “Sock Friend” (*Tag line: Things can get pretty ugly when you’re bored. In an after-school program, you can find something way better to do.*)]
4. [Once the class has completed **Student Handbook page 29, Ad Analysis Forms (form 1)**, divide the class into pairs. Explain that they will analyze the second PSA in pairs. Draw their attention to the television or display panel to watch the second PSA you selected. Display the topic, client, and title on the board or chart paper and have a student read them aloud before viewing the PSA.]
 5. [Have students turn to **Student Handbook page 30, Ad Analysis Forms (form 2)**, and give them five minutes to try to answer the questions. After five minutes, call the class back together to discuss. Review the form, calling on different pairs/groups to contribute.
 6. After **Student Handbook page 30, Ad Analysis Forms (form 2)** has been reviewed, explain to the students that they are now going to analyze the third PSA individually. Again, draw their attention to the television or display panel to watch the third PSA you selected. Display the topic, client, and title on the board or chart paper and have a student read them aloud before viewing the PSA.]
 7. Have students turn to **Student Handbook page 31, Ad Analysis Forms (form 3)**, and give them five minutes to try to answer the questions. Encourage them to circle anything they didn’t understand. After five minutes bring the whole class back together. Review the third PSA as a class.]

SAY SOMETHING LIKE: What sections did people highlight? [Review any concepts that students had trouble understanding. Then go on to lead a discussion, using the following questions:

- Which PSA did you find most effective? Why?
- Did any of the PSAs inspire you to action?
- Which of these do you think you will remember best next week? Why?
- Which persuasive techniques do you think are most effective in convincing you and your peers? Why?

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today you had a chance to analyze the elements of a persuasive PSA. Next week, as you and your team start to think about your own ads, remember what you found particularly moving, interesting, and attention-grabbing in the PSAs you've seen. And, between now and then, keep your eyes and ears open for other ads, TV, radio, billboards, etc. Inspiration is all around you!
2. [Before students leave, invite them to take a look at **Student Handbook page 32, PSA Topics**. Explain that when they arrive next week, they'll begin brainstorming with their teams about topics for their PSA. By reviewing the list right now, or between now and next week, they can take the time to consider which topics interest them the most.]

Do Tag Lines Work? (Answer Key)

McDonald's: I'm lovin' it.

Skittles: Taste the rainbow.

Burger King: Have it your way.

Subway: Eat fresh.

Sprite: Obey your thirst.

Nike: Just do it.

Allstate: Are you in good hands?

Verizon: Can you hear me now?

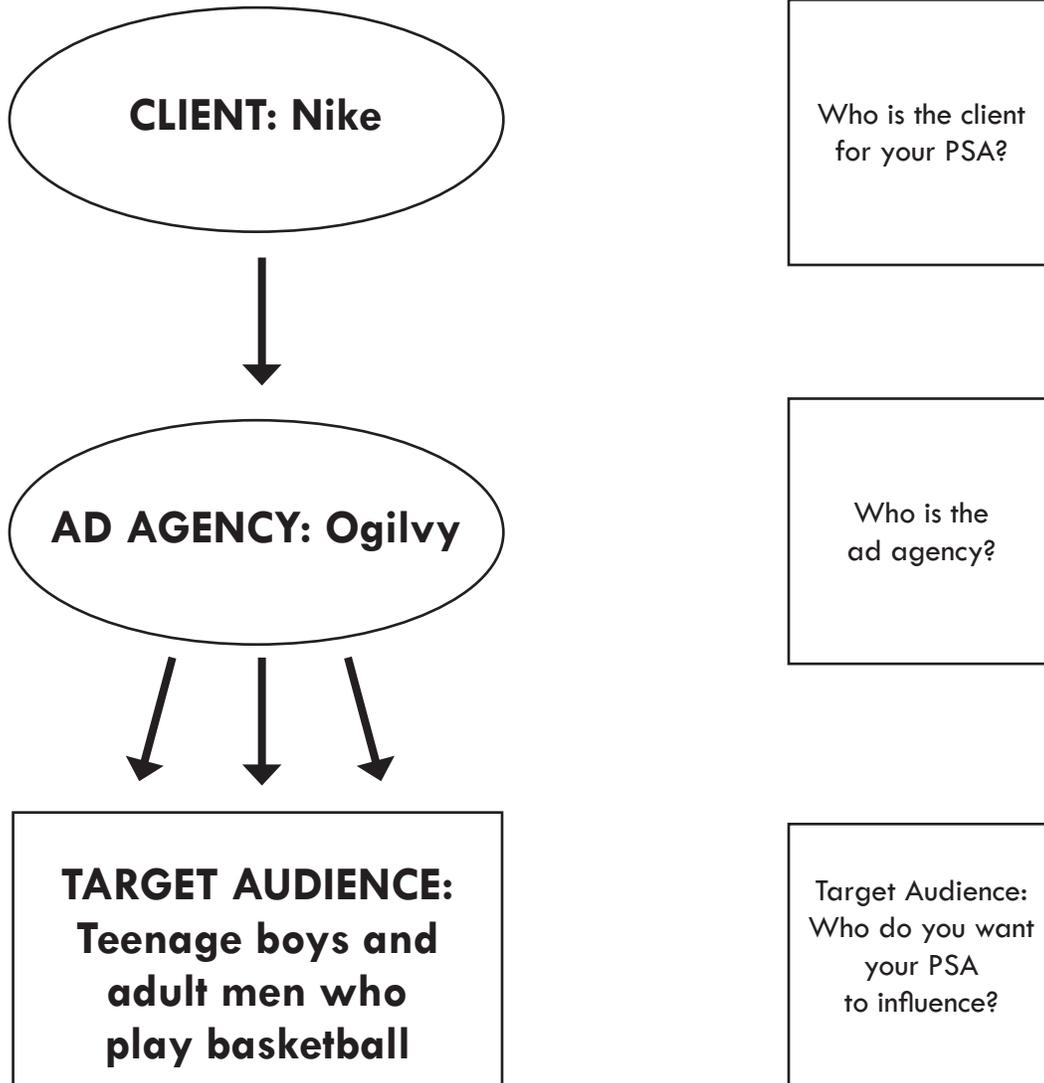
Gatorade: Is it in you?

Geico: So easy a caveman could do it.

PSA CONTEST BASICS

- Student teams (of four) will develop a 30-second public service announcement with a Roads to Success message.
- Each class will select two finished PSA proposals to advance to a ninth grade competition.
- A winner will be selected from each school.
- The winning video(s) will be produced and edited by the students.
- Completed PSAs will be shared with the public.

Ad Agency Flow Chart



Ad Analysis Summary

Friends

Client	Boostup.org
Background (from Ad Council website):	<p>Each day, more than 1,200 young men and women give up on their high school education, and, in many cases, on themselves. Once students make the decision to drop out, they lack the tools to compete in today's society and diminish their chances for greater success in the future. But the decision to drop out of school does not happen overnight; it comes after years of frustration and failure. Often, those that drop out have run out of motivation and have no source of support or encouragement in school or at home.</p> <p>This new campaign, Boost, is intended to help create support and encouragement for those who may be at risk of dropping out. It encourages teens and parents to give these struggling kids a Boost, to help them stay in school and graduate.</p>
Locations	Exterior: in school, in the neighborhood Interior: interviews, school shots
Characters	Real people, telling their stories
Sound	Interviews
Persuasive Techniques	Real-life or personal examples
Tag Line	None, really; final interview line is "Cause if you don't have anybody while you're in school, there's really not a way to get through it"

Airplane

Client	KnowHow2GO.org
Background (from Ad Council website):	<p>Research shows that regardless of income level, America's young people want to go to college and recognize that postsecondary education is a key to their future.</p> <p>However, despite these high aspirations, low-income and first-generation students are underrepresented on college campuses. The reasons vary, but key barriers include affordability, a lack of college-going knowledge and preparation, low expectations, and a need for guidance and encouragement.</p> <p>This campaign encourages more low-income students and their families to take the necessary steps toward postsecondary education, with effective support from parents and adult influences (teachers, counselors, coaches).</p>
Locations	Exterior: city streets (school bus in one shot), urban garden Interior: classroom

Characters	Students folding paper airplanes, adults picking them up (couple in garden, older woman on street)
Sound	Voice-over only
Persuasive Techniques	Heart-warming or inspiring story
Tag Line	For the next steps, go to KnowHow2GO.org

Anthem

Client	United Negro College Fund
Background (from Ad Council website):	<p>The United Negro College Fund has had a profoundly positive impact on the lives of millions of minority students. The organization has helped more than 350,000 minority students graduate from college. However, despite their gains, a persistent gap in education remains between African Americans and other students and between low-income students and their more affluent peers. According to UNCF, the high cost of college and the lack of financial assistance are the major reasons that students don't enter or complete college.</p> <p>By highlighting the leadership and accomplishments of important African Americans and their inventions and innovations, the new PSA campaign asks potential donors to consider the impact of minority education on their own lives and, "Support minority education today, so we don't miss out on the next big idea tomorrow."</p>
Locations	Exterior: city street, suburban yard Interior: hospital hallway, rec room
Characters	Cab driver, pretty girl, hospital patient and doctors, TV viewer, lawn-mowing kid, hopeful African-American kid
Sound	Horn honking, hopeful music, voice-over
Persuasive Techniques	Emotional appeal
Tag Line	The United Negro College Fund: A mind is a terrible thing to waste.

Schedule (alternate)

Client	United Negro College Fund
Background (from Ad Council website):	(See above)
Locations	Exterior: college campus shots Interior: bathroom, classrooms, library, science lab, dining room/restaurant
Characters	Perky female college student, guy sitting beside her while she's eating
Sound	Classroom sounds, thoughts while studying, dialog with guy, voice-over
Persuasive Techniques	Heart-warming or inspiring story, humor
Tag Line	Please support the United Negro College Fund. Because a mind is a terrible thing to waste.

TV Store

Client	FeedthePig.org
Background (from Ad Council website):	<p>1.5 million Americans filed for bankruptcy in 2010. In fact, according to the U.S. Department of Commerce, Bureau of Economic Analysis, Americans spend \$1.22 for every \$1.00 they earn.</p> <p>The Financial Literacy campaign aims to reverse this trend by teaching Americans how to take control of their finances and make saving a part of their lifestyle.</p> <p>The “Feed the Pig” campaign specifically targets those between 25 and 34. Statistics indicate that this group’s financial behaviors, while less established, tend toward debt accumulation. More working time before retirement means that their current financial decisions have a greater impact (positive or negative) on their long-term financial security.</p>
Locations	Exterior: establishing shot, TV sign Interior: TV store
Characters	Customer, TV salesman, pig
Sound	Dialog, music with graphics, sound FX when money deposited
Persuasive Techniques	Humor
Tag Line	Skip the Toys. FeedthePig.org. Find the benefits of saving for every stage of life.

Sock Friend

Client	http://www.afterschoolalliance.org/index.cfm
Background (from Ad Council website):	<p>It is estimated that almost 15 million children have no supervised place to go after school. Most of these children are between the ages of 9 and 14, and are starting to take advantage of these hours of freedom.</p> <p>Unfortunately, this freedom has proven dangerous for many; as juvenile crimes triple between 3 p.m. and 8 p.m. However, these same hours have proven to be a positive experience for others. Young people who participate in organized after-school programs are 50 percent less likely to use drugs or alcohol. They also do better in school. Kids in after-school programs get to explore things like art, music, and sports in a safe environment with their friends. Having the opportunity to experience these things is becoming even more critical as schools are increasingly forced to cut these types of programs from the school day. One goal of the After-school Participation campaign is to make the after-school hours a positive and exciting experience for as many kids as possible.</p>
Locations	<p>Exterior: none</p> <p>Interior: Living room (notice how dingy lighting makes hanging out at home as unattractive as possible)</p>
Characters	Lonely guy, talking sock
Sound	TV in background, dialog, voice-over for tag line
Persuasive Techniques	Humor
Tag Line	Things can get pretty ugly when you're bored. In an after-school program, you can find something way better to do.

Do Tag Lines Work?

Below you will see a list of 10 companies and 10 famous slogans they use in their commercials. Match the tag lines with the brands they belong to.

Brand

Tag Line

McDonalds

Taste the rainbow.

Skittles

Obey your thirst.

Burger King

Is it in you?

Subway

Just do it.

Sprite

I'm lovin' it.

Nike

Are you in good hands?

Allstate

Can you hear me now?

Verizon

Have it your way.

Gatorade

So easy a caveman could do it.

Geico

Eat fresh.

Write down the two slogans that you think are most effective. Why?

Would you buy any of these products because of their slogans? Why?

Ad Analysis Forms: Form 1

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real-life examples
 - statistics/facts & figures
 - heart-warming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

Ad Analysis Form: Form 2

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real-life examples
 - statistics/facts & figures
 - heart-warming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

Ad Analysis Form: Form 3

After viewing the PSA, write the title on the line. Discuss and respond to the following questions as a class.

PSA Title: _____

WHAT THEY DID:

1. Who is the client (the company who requested the creation of the PSA)?
2. Who is the target audience?
3. What is the message?

DID IT WORK?

4. Check the techniques the creators of the ad used to persuade the viewer. You can check more than one.
 - real-life examples
 - statistics/facts & figures
 - heart-warming or inspiring story
 - humor
 - other _____
5. Do you think this technique is persuasive? Why or why not?
6. What grabbed your attention? (sound, location, characters, music, etc.)
7. Did they have a tag line (slogan)? What was it?

PSA Topics

The following topics are addressed in the Roads to Success program. Review this list with your team to help you decide on a PSA subject.

Establishing Good Study Habits: The more good study habits you make part of your life, the better you'll do in school. Guaranteed.

Staying in School: A high school degree, and education after high school, increases your earning power, increases job advancement opportunities, and lowers the risk of unemployment.

Saving and Spending: Knowing how to budget gives you the power to make decisions about what you need and want to spend your money on.

Setting Goals: Reaching your goals is easier when you have a plan and people to help you along the way.

Avoiding Stereotypes: Stereotypes negatively affect how we communicate with others, and can damage relationships. Avoid pre-judging people, and take time to get to know them.

Building Credentials: Volunteer work, a part-time job, and after-school activities demonstrate to a college or future employer that you have what it takes to succeed.

Setting Up Shop & Choosing a Topic

The **BIG** Idea

- What skills does this project require, and what role will I play on my ad agency team?

AGENDA

Approx. 45 minutes

- I. Warm Up: Reviewing a Model Proposal (10 minutes)
- II. Setting Up Shop (10 minutes)
- III. Selecting and Researching a PSA Topic (20 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 15, Proposal I: Identifying Information & Research
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 33–38, Sample Proposal
 - Student Handbook pages 39–40, Ad Agency Job Description Cards
 - Student Handbook page 32, PSA Topics, (from previous lesson)
 - Student Handbook pages 41–46, Backgrounders
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, Monthly Calendar
- File folders, one per team
- Materials for grouping students (see **IMPLEMENTATION OPTIONS** for suggestions)
- Overhead projector
- “Sock Friend” PSA from Roads to Success website (<http://www.roadstosuccess.org/documents/psaYouthSockFriend.wmv>)
- Laptop, LCD projector, and speakers

OBJECTIVES

During this lesson, the student(s) will:

- Learn about ad agency job positions, and evaluate which would be most appropriate for their skills.
- Research a PSA topic, and establish the ad’s objectives.

OVERVIEW

This lesson begins with the students discovering different ad agency jobs, and what those positions involve. After reading the job descriptions, students determine which role they would like to take on within their team. Next, teams select a PSA topic from a list of RTS-related themes, and brainstorm what they know about the topic. Finally, they choose a goal or objective for their PSA and do background research as needed.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Prepare a folder for each team's work. Folders should remain in the classroom, so the team's work doesn't come to a halt if a member is absent.
- Create mixed-ability groups of four before this lesson.
- You will be watching the Sock Friend PSA at the beginning of this lesson. Preview this PSA and review its description from **Facilitator Resource 4, Ad Analysis Summary** (lesson 1).
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 33–38, Sample Proposal**
 - **Student Handbook pages 39–40, Ad Agency Job Description Cards**
 - **Student Handbook page 32, PSA Topics**
 - **Portfolio page 15, Proposal I: Identifying Information & Research**
 - **Facilitator Resource 1, Monthly Calendar**

VOCABULARY

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Tag Line: A brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

Target Audience: Specific groups of people that advertisers want to reach.

IMPLEMENTATION OPTIONS

DO NOW:

[If you prefer, you may choose to use **Student Handbook pages 39–40, Ad Agency Job Descriptions** as a DO NOW. Write the directions below on an overhead, chart paper, or board before class begins. Pass out one index card to each student. Give students three minutes to look over the job descriptions and select the two they'd be most interested in. Once students have completed the page, begin with the discussion in the Warm Up.

Directions: Read each job description on **Student Handbook pages 39–40, Ad Agency Job Description Cards**. Pick the two jobs that you think will best fit your skills and interests. On the index card, briefly explain why you think each job is a good fit for your skills and interests.]

If more than one team wants to address the same topic for their PSA, allow them to make that choice.

Below are some suggestions for seating your students in groups:

- Arrange the desks into small groups before class. Fold pieces of different colored paper in half and place one of the papers in the middle of each cluster of desks. As students enter the class, hand each a copy of the grouping list for the class. Instruct them to find what group they are in (e.g. green group, yellow group, etc.) and to sit at the cluster of desks that matches their color.
- Create a seating assignment chart on large chart paper or an overhead transparency. As students enter, ask them to check the seating chart and sit where they've been assigned. When class begins you can just have them turn to their neighbors, who will end up being their group members.

ACTIVITY STEPS

I. Warm Up (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back to class! Last week you watched some public service announcements (PSAs), and thought about what made them effective. Today, you and your team are going to select a topic, research it, and start thinking about creating your own ad.
2. **SAY SOMETHING LIKE:** The success of your PSA depends on your ability to work together as a team. Although each of you will have a specific role, everyone will be involved in each part of the PSA creation. You will all have a chance to brainstorm about the topic, write the script, select the pictures, and plan the overall look of the PSA. However, each team member will be responsible for making sure a different section of the proposal gets done.
3. [To help students decide what role they want to take on in the development of their PSA, they need to understand what each job entails. Begin by watching the PSA titled “Sock Friend” from last week’s lesson.]
4. [After watching “Sock Friend,” have students turn to **Student Handbook pages 33–38, Sample Proposal**. Explain that this sample proposal is for the “Sock Friend” PSA and it is a model for what they will submit at the end of this unit. Review with students each component of the proposal and storyboard. Let students know that this is just an introduction. You’ll go over the proposal in more detail next week.]
5. [As you walk them through the samples, explain which person is responsible for which part. For example, have a volunteer read aloud the research/brainstorming questions on **Student Handbook pages 33, Sample Proposal**. Tell the class that their team will review research on their topic, and that it’s the marketing director’s job to summarize what they already know and what they want their target audience to know and do after watching their PSA. Have another volunteer read aloud the production section of the **Student Handbook page 35, Sample Proposal**. Tell them that the producer is in charge of keeping track of all of the production details and making sure things go according to plan.]
6. [Now direct students’ attention to the sample storyboard. Explain that a storyboard shows what will happen in the PSA moment by moment in art and in words. Tell them that the writer is responsible for writing the words and the storyboard artist draws the pictures.]

II. Setting Up Shop (10 minutes)

1. [Have students turn to **Student Handbook pages 39–40, Ad Agency Job Description Cards**. Invite volunteers to read aloud each job description card. As they listen, encourage students to consider which jobs they think best fit their skills and interests and why.]
2. **SAY SOMETHING LIKE:** Now that you know what responsibilities each job involves, it's time to get together with your team and figure out who will do what job. You should pick the job you want most. In order to get the job, you must explain to your team what makes you best qualified to do that job. For example, if you make comic books as a hobby, then use that as a reason why you would be good as a storyboard artist.
3. [If students can't agree on who will do what jobs, then assign one student on the team the role of producer, and have that person assign jobs to the rest of the team members.]
4. [Give the students three minutes to determine their jobs. Then, invite each team to come up with a name for their advertising agency and to write it at the top of **Portfolio page 15, Proposal I: Identifying Information & Research**. They should write their names beside their assigned roles as well.]
5. [Display **Facilitator Resource 1, Monthly Calendar** on the overhead projector or chart paper. Walk students through each step of the proposal, highlighting when each part of the proposal is due and who is responsible for it. You may wish to have students record these dates in their planners as well.]

III. Selecting and Researching a PSA Topic (25 minutes)

1. [Remind students that at the end of last session, they were encouraged to review the list of PSA topics (**Student Handbook page 32, PSA Topics**). Ask each team member to write down two topics that interested them the most. Then, have teams share which topics appeal to them and why. Tell students that if they have a strong opinion, now is their chance to put their powers of persuasion to the test, a key skill they will need in the real world of work. Allow time to decide on a topic, and have them write it on **Portfolio page 15, Proposal I: Identifying Information & Research**.]
2. **SAY SOMETHING LIKE:** In preparing to work on an ad campaign, the first step is to consider everything you know about the product, or idea, you are trying to sell, and

to research what you don't know. If you've seen *The Apprentice*, you might remember that when creating ads, team members often go to company headquarters to meet with executives who can tell them all about the product they're selling. However, when a client doesn't provide enough information, the agency does its own research.

For this ad campaign, RTS has provided background information on each of the topics. Go to **Student Handbook pages 41–46, Backgrounders**, and find the page that matches your topic.

3. [Instruct students to read and discuss their background information. You can help jump start a discussion by asking: *What is the most important point in the article?* If your class has access to the Internet, you may also encourage them to go online to learn more about their topic.]
4. [Give students 10 minutes to read their articles and/or brainstorm their topics. Then address the whole class again. (Students should remain seated with their teams.)]

SAY SOMETHING LIKE: Now that you've had a chance to learn about and discuss your topic, think about what you want viewers to do, think, and/or know after seeing the ad. What message do you want them to walk away with? What actions should they take as a result? Answering these questions is a first and very important step in planning your PSA because it allows you to zoom in on the goal or message of your ad.

[Give teams 10 minutes to write down their agreed-upon responses to the questions about their PSA's message in the research/brainstorm section of their **Portfolio page 15, Proposal I: Identifying Information & Research.**]

IV. Wrap Up (5 minutes)

1. [Have each group share their PSA topic and two important facts they discovered during their research. On chart paper, list each group's PSA topic. This list can be kept and posted throughout the unit. Explain to the students that next week they will be working on their proposal's description and production notes. Thank the students for their hard work today!]

Sample Proposal I: Identifying Info & Research

Identifying Information

Ad Agency: Cool Kidz Productions

Storyboard Artist:

Producer:

Writer:

Marketing Director:

Client: Afterschool Alliance

PSA Topic: Afterschool Participation



The **marketing director** reviews the research and helps the team create its message.

Research/Brainstorming Notes

List five important facts about this topic:

- 15 million kids have no supervised place to go after school (most are between nine and 14).
- Kids with nothing to do are more likely to get into trouble.
- Kids in after-school programs are 50 percent less likely to use drugs or alcohol.
- They also do better in school.
- Kids in after-school programs get to explore things like art, music, and sports in a safe environment with their friends.

What do you want viewers to know, think, or do after viewing the PSA?

Our PSA wants viewers to know that after-school programs can be cool, and offer opportunities that kids won't find at home. Kids should go to the Afterschool Alliance website (www.afterschoolalliance.org/index.cfm) to see all the cool stuff kids are doing in after-school programs.

Sample Proposal II: Description

Description

PSA Topic: After-school Participation

Target Audience: Kids ages nine to 14

One-sentence Summary: Bored kid talks to sock. Needs an after-school program.



The **writer** describes the story that will be told in the PSA.

Story:

A 13-year-old boy is hanging out by himself, dressed sloppily. He's lying on the couch, bored. There's absolutely nothing going on in his house. No video games, computer, or music. Nothing. The TV is droning on in the background, but the boy is clearly not interested. Even the room is a dull, dingy color. This kid is so lonesome and bored that he's talking to his sock, which looks like a puppet hanging off his foot. And he's using a funny voice to have his sock talk back at him. But he's not that pathetic. Just an average kid looking for something to do.

The PSA ends with upbeat music and cool graphics from the After-School Alliance website.

Tag Line: Things can get pretty ugly when you're bored. In an after-school program, you can find something way better to do.

Persuasive Technique (check any that apply):

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Sample Proposal III: Production Notes

Production Notes

Cast/characters: Thirteen-year-old boy

Voice-over: Boy who sounds a little older and cooler, like a role model

Sound Effects: TV in background

Music: Upbeat at end

Props: None

Words/Graphics: At end, Afterschool Alliance graphics pop up quickly in time to the upbeat music

Costumes: Hanging out clothing with droopy sweat socks

Locations:

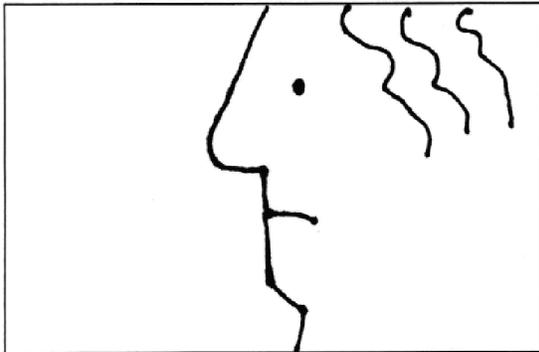
Interior: Claustrophobic living room (on couch)

Exterior: None



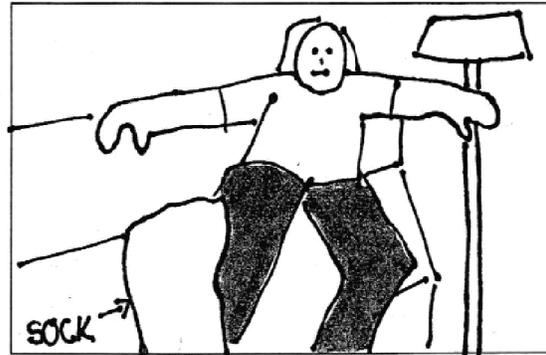
The **producer** makes sure the team is on top of all the details.

Sample Proposal IV: Storyboard



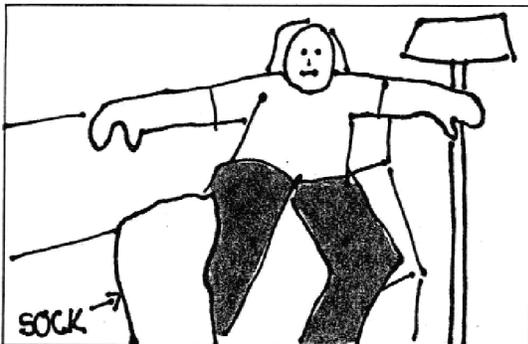
VIDEO: Close-up of kid watching TV.
It's so dark we can barely see his face.

SOUND: TV in background.



VIDEO: We see kid sitting in his living room. It's dark and dingy. At first, we think he's talking to us. (His foot is in foreground.)

KID: Hey there.

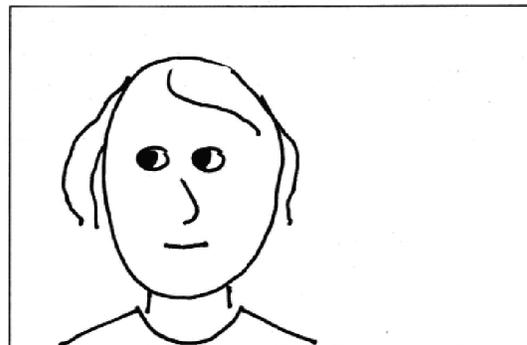


VIDEO: Change focus so sock is clear, with boy fuzzy in background.

SOCK (BOY IN A HIGH VOICE):
Hi.

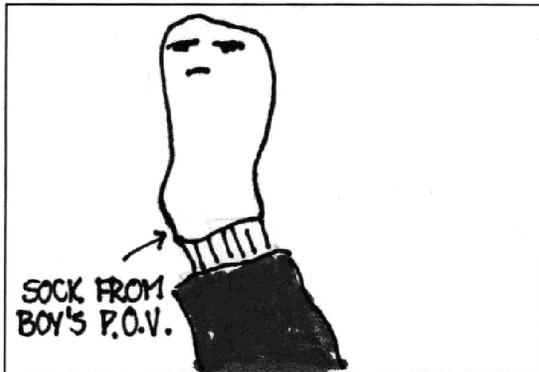
BOY: I haven't seen you before.

SOCK: Yeah, I just moved here.



VIDEO: Boy looks around like he thinks someone might be watching him talk to his sock.

SOCK: I'm new.



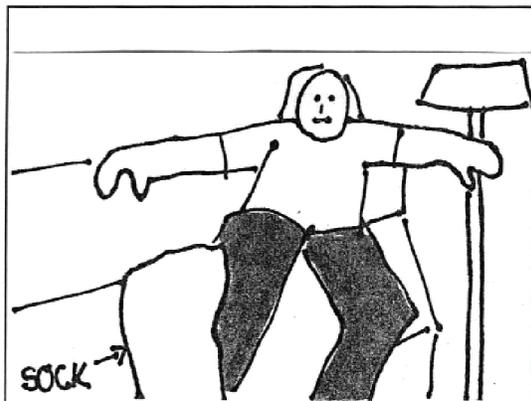
VIDEO: Close-up on sock from boy's point-of-view. (It looks a little more like a puppet.)

SOCK: Want to hang out or something?



VIDEO: Boy is doubtful and trying to be polite.

BOY: Ummm.



VIDEO: Boy with sock in foreground.

SOCK: I have a feeling we're going to be *best* friends.



VIDEO: Close-up of boy. He looks horrified.

VOICE-OVER: Things can get pretty ugly when you're bored.



VIDEO: Graphics of icons showing after-school activities, followed by website address.

SOUND: Upbeat music

VOICE-OVER: In an after-school program, you can find something way better to do.

Ad Agency Job Description Cards

Read the descriptions to find the job that you would be great for.

Storyboard Artist



The **storyboard artist** is responsible for:

- planning what the PSA will look, sound, and feel like.
- finding or drawing images to help the client imagine the PSA.
- working closely with the writer to pick images to match the script.
- helping the team choose the actors, location, costumes, props, music, and sound effects to bring the PSA story to life.

SKILLS: Artistic, creative

Producer



The **producer** is responsible for:

- making sure the proposal is completed by the client's deadline.
- helping the team reach agreement on all production decisions.
- developing a production plan.
- making sure that the production plan is workable (for example, that you know where you want to videotape and have transportation to the place you'll be taping).
- bringing together the script, storyboard, and ideas that your team has, and finding a way to make it all work together.

SKILLS: Leadership, organization, good at getting people to work together

Writer



The **writer** is responsible for:

- describing in writing what topic your team chose, and why.
- describing the story your PSA tells in paragraph form (with help from your teammates).
- writing the storyboard script, including anything the actors say during the PSA and any other text that is in the PSA. (For example, voice-over or text that appears on the screen.)

SKILLS: Good with words, creative

Marketing Director



The **marketing director** is responsible for:

- leading research by taking notes for the team and taking responsibility for additional research. The information that you gather will help your team decide what story your PSA will tell, and how to tell it.
- leading the team in identifying the specific message you want to focus on.
- identifying a way to tailor your message to your target audience.

SKILLS: Good reader and researcher, understands what motivates people

Collective Responsibilities

- Generating ideas and making decisions.
- Researching the topic and sharing prior knowledge and opinions about the topic.
- Brainstorming story ideas.
- Finalizing the proposal.
- Collaborating on the storyboard (brainstorming, finding pictures, etc.)

Backgrounders: Establishing Good Study Habits

Want to do better in school? Here are some of the study habits of good students:

- 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.
- Where I study, I have all the materials I need: 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.

Backgrounders: Staying in School

College is expensive and it means staying in school after high school graduation. What's the point? Well, graduating from high school and continuing your education can give you a huge edge in the job market and can have other positive effects.

Think about this...

- By 2018, high school dropouts will be eligible for only 10 percent of jobs.*
- Unemployment rates are three times higher for high school dropouts than for college grads.**
- Sixty-eight percent of America's state prison inmates are high school dropouts.***
- High school dropouts are 3.5 times more likely than high school graduates to be arrested in their lifetime.****

The good news is that staying in school can have a positive effect on your job and salary.

- College graduates (four-year degrees) make twice as much money (median weekly earnings) as high school dropouts.**
- Over a lifetime, the gap in earnings between someone without a high school diploma and someone with a degree from a four-year college (or higher) is more than 1 million dollars!*****

Sources:

* http://www.all4ed.org/publication_material/straight_as/06282010)

** http://www.bls.gov/emp/ep_chart_001.htm

***<http://www.princeton.edu/futureofchildren/publications/journals/article/index.xml?journalid=30&articleid=49§ionid=175>

**** <http://www.all4ed.org/files/Econ2008.pdfprod/2002pubs/p23-210.pdf>

***** <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/collegepayoff-complete.pdf>

Backgrounders: Saving & Spending

Teenagers in the U.S. spent an estimated \$208 billion in 2011.*

Unfortunately, most Americans don't save. The average American spends about 94% of their disposable income.**

Seniors graduated with an average credit card debt of more than \$4,100, up from \$2,900 almost four years ago. Close to one-fifth of seniors carried balances greater than \$7,000.***

More than a million people filed for bankruptcy in 2010.****

It's important to know how to manage your money because as you get older, things like credit cards, bills, loans, and rent start to be your responsibility. You need to know what you can afford, and what you need to do without, so you don't end up in debt or unprepared for emergencies.

So how can a teenager create a budget?

1. **Estimate:** How much money do you have each week?
2. **Decide:** What are you buying? Decide on the categories for your budget. For example, food, clothing, entertainment, savings, etc.
3. **How much?** Decide what you will need or be able to spend in each category for the week.
4. **Keep track:** Write down everything you spend, even the smallest things. These small things can really add up. Keep reminding yourself of what your money saving goals are.
5. **Adjust:** If you find that you are spending more than you thought in one category, you need to adjust another category in your budget so you don't wind up short.

Sources:

*<http://www.statisticbrain.com/teenage-consumer-spending-statistics/>

** <http://www.billshrink.com/blog/10053/how-much-do-american-save/>

***http://static.mgnetwork.com/rtd/pdfs/20090830_iris.pdf

****<http://online.wsj.com/article/SB10001424052748704111504576060181631140482.html>

Backgrounders: Setting Goals

Here are some steps successful people use to set goals and reach them.

Step 1: Write it down!

Writing things down makes them more concrete and real. Be specific about your goals.

Step 2: Plan it out!

Make a list of all the things you will need to know and do to go from saying you want to do something to actually doing it.

Step 3: Make a date!

After you've made your list of things to do, you need to arrange them step-by-step in a way that makes sense. Assigning actual calendar dates to each thing you need to do is a good way of creating "checkpoints" that can help you measure your progress and "test" your commitment to your goal.

Step 4: Find a friend!

Identify adults and friends you can trust to help you with your plan by giving you ideas, suggestions, information, advice and encouragement to keep you on track!

Is your goal a SMART goal? Here's how to tell:

S	=	Specific (detailed, not general or vague)
M	=	Measurable (includes some quantity or element that can be measured)
A	=	Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)
R	=	Realistic (the goal setter is willing and able to do the work for this goal)
T	=	Timed (establishes a time frame for accomplishing the goal)

Backgrounders: Avoiding Stereotypes

Stereotyping is making assumptions or value judgments about a group of people. And it can get in the way of working together as a team. The following quotes were taken from a transcript of PBS series *In the Mix*. This episode was called “Cliques: Behind the Labels.” For more information, visit the teen series *In the Mix* (www.inthemix.org).

Teen Guy: Everyone wants tha, to have that feeling that they fit in some group. You know, there’s no one who wants to be a loner in a high school, you know.

Teen Girl: I think it’s inevitable that kids form cliques because people naturally group together.

Teen Guy: That’s just the way that people identify other people.

Eliza: And it doesn’t have to be because of class distinction or special interests. It can be because of anything.

Daniel: It’s automatic. You know, you see somebody, you’re going to think something about them. You’re going to think something about the whole group because they have common interests and you can see that.

Daniel: On certain days, I know people just think I’m a thug, cause it might just be a day that I didn’t feel like getting dressed up. It might be, you know, I have a pretty straight face. When I walk down the street, I know people are thinking, ‘Oh, watch out. Watch out.’ It’s human nature to like just automatically label somebody. I mean, it’s always got to be in your head. You might not say it. You might not share it with somebody else, but you can feel that way.

Teen Girl: Jocks make fun of a lot of freaks and they’ll put them down because they don’t play sports.

Teen Girl: Jocks think, jocks think they rule the school.

Teen Guy: Just cause I play a sport, people gotta, you gotta mess with me. You got to bring me down cause I play a sport! What is that, bro?

Teen Guy: Oooh, oooh, look at that tough guy walking around school. He’s so tough cause he plays sports. I’m not tough! I’m just like a regular person... trying to pick my way in school. You know?

Frank: It’s not wrong to assume, but it’s wrong to look and judge without asking to get to know who the person is.

Olga: People are just scared of things that are different than them. And when they see someone on the street that looks different, really they just like make fun of them because they don’t know like what they’re about.

Backgrounders: Building Credentials

What does an employer want from a new employee?

Responsibility, a positive attitude, and hard work.

Most people try to demonstrate these qualities during a job interview. But how can an employer tell you'll work hard day after day, week after week? By asking someone who knows you well! Showing that you've been a good worker in one place builds an employer's confidence in your ability to do well in the next place.

How can you get the experience you'll need to impress future employers?

Here are some choices:

- **Extracurricular Activities**
A sport or after-school club is a great way to have fun. You can learn something new. And you can get to know an advisor or coach who can describe your good attitude and hard work to a future employer.
- **Volunteer Work**
Many organizations are looking for teens to lend a hand. Can you tutor a younger kid? Visit with a person who's sick? Collect paper for recycling? Paint a playground? Plant a garden? Walk for charity? Then someone, somewhere, can put your talents to use. You'll be paid in smiles and thanks. You'll also find people who'll say how great you are when you apply to college or look for your first paying job.
- **Your Own Business**
For teens under 15, going into business for yourself may be a good option. Babysitting, housecleaning, lawn mowing, snow shoveling, dog walking, computer tutoring, and car washing—all are great ways to put cash in your pocket and satisfied customers on your list of references.
- **Paying Jobs**
Look for companies that hire teens—stores at the mall, fast food restaurants, parks departments, grocery stores, and summer camps.

Proposal I: Identifying Info & Research

Your ad apprentice proposal demonstrates your ability to be creative and collaborative.



Identifying Information

Ad Agency: _____
Storyboard Artist: _____
Producer: _____
Writer: _____
Marketing Director: _____
Client: *Roads to Success* _____
PSA Topic: _____

Research/Brainstorming Notes

List five important facts about this topic:

-
-
-
-
-

What do you want viewers to know or do after viewing your PSA?

Planning and Storyboarding I

The **BIG** Idea

- What's the best way to get our team's message across?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. The Proposal: Part II:
Creating the Story Description
(20 minutes)
- III. The Proposal III: Developing a
Production Plan (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 15, Proposal I: Identifying Information & Research, (completed last lesson)
 - Portfolio page 16, Proposal II: Description
 - Portfolio page 17, Proposal III: Production Notes
- STUDENT HANDBOOK PAGES:**
 - Student Handbook pages 47–49, Proposal Checklist
 - Student Handbook page 50, Persuasive Techniques
 - Student Handbook page 51, Keeping It Simple
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, Do Now: Commercial Favorites
- Overhead projector
- Team folders

OBJECTIVES

During this lesson, the student(s) will:

- Communicate ideas clearly in written and oral form.
- Create a PSA for a specific target audience.
- Work out agreements, compromise, and solve problems with others.

OVERVIEW

This lesson is a work session in which teams develop and create their PSA proposal. This lesson depends heavily on teamwork, as students must work cooperatively to generate a storyline and tag line, and make production decisions (e.g., voice-over versus words on screen, costumes, locations, etc.). Students will learn how to work together to make decisions when they can't agree, and will use this process as needed while developing their proposal. Students will continue to work in their "job roles" with the writer taking the lead on the description section of the proposal and the producer heading up the production notes section.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- If it is feasible, try to arrange the desks in groups before students arrive. Each team's folder could be placed at the team's group of desks.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 47–49, Proposal Checklist**
 - **Portfolio page 16, Proposal II: Description**
 - **Portfolio page 17, Proposal III: Production Notes**

BACKGROUND INFORMATION

The heart of this lesson is teamwork and collaboration. To create a powerful and effective PSA proposal and storyboard, team members must come to agreement on important decisions such as the storyline, persuasive technique, and various production elements. Figuring out the process of working together is even more important than the finished product, and in the final lesson of this unit, each student will be asked to reflect on his strengths and weaknesses as a team member. Your mission during this lesson is to act as a coach rather than an instructor.

At the beginning of the lesson, give clear directions for brainstorming, and explain how to share opinions, going around the table with each team member reporting in turn. Students won't need to use this formal method for each decision, but may be encouraged to use it if they reach an

impasse or if some team members are having trouble being heard. Where possible, allow students to struggle through and resolve their own disagreements, stepping in only as needed, asking questions rather than providing advice or arbitrary decisions.

Sample questions for re-directing teams:

- How can you show your teammate that you respect his opinion?
- How can you make sure all members participate in the discussion?
- How can you make sure each person does his share of the work?
- How can you resolve this disagreement?
- How can you encourage each other?

VOCABULARY

Proposal: A written description of the plan for the PSA, including rationale, storyline, target audience, persuasive techniques, and production elements.

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Tag Line: A brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

1. Think of commercials you’ve seen on TV for different products. What is your favorite commercial? Explain why it is meaningful to you and what product is being advertised.

2. Which of the following persuasive techniques does the commercial use (circle the correct answer)?

Humor

Real-life examples

Statistics/facts & figures (like X number of people die from smoking every year)

Heart-warming or inspiring story

Other _____

3. Why do you think this persuasive technique is effective for selling this product?

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

To cut down on time spent transitioning into groups, you may want to provide teams with a designated area to work in for this and next week's lesson.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back! Last week, you had a chance to decide on your PSA topic and review the research. Today you are going to use that information to continue to develop a **proposal** for your PSA. You will work in your groups to develop Parts II and III. In Part II, the **Description**, you will come up with the story for your PSA: what is your message and how are you going to persuade people to listen to you? And in Part III, **Production Notes**, you will figure out all of the details you'll need to bring your PSA to life, like what the people in the story are going to be wearing and where the action will take place.
2. [Display **Student Handbook pages 47–49, Proposal Checklist** on the overhead projector and direct students' attention to it. Have them turn to this page in their binders.]

SAY SOMETHING LIKE: When your proposal is finished, you'll present it to your classmates, who will select the most effective PSA to go on to the ninth grade competition. The team with the winning proposal will videotape their PSA for the Roads to Success website. As you're completing your proposal, let these questions guide you, because your proposal will be evaluated on how well you address them. Go ahead and take these pages out of your binders so that you can refer to them as you work on your proposal. Let's review them now to make sure every team completed what they were supposed to complete last week.

Last week when you filled out **Portfolio page 15, Proposal I: Identifying Information & Research** you chose your topic, did some research, and thought about what you wanted your audience to know, see, or do after viewing your PSA. Take two minutes now to look over the first section on **Student Handbook page 47, Proposal Checklist, Section One: Identifying Information & Research**. In the first box, check off all of the tasks you've completed, and then answer the three questions in the second box.

[Allow students (in their groups) to review the first part of their proposal: **Identifying Information and Research**. Students should check off any tasks that they have already completed. After two minutes have passed, bring the class back together. Allow a few groups to share their PSA topic and target audience.]

II. The Proposal: Part II: Creating the Story Description (20 minutes)

1. [Project **Portfolio page 16, Proposal II: Description**, on the overhead for everyone to see. Have students turn to **Portfolio page 16, Proposal II: Description**. Point out that each team will submit just one proposal, but they can use the other copies of the proposal to take notes. (Finished proposals will be duplicated so that each team member can include the finished product in his/her portfolio.) Also, remind students that throughout this process, they should maintain their job “roles” with all team members, pitching in on certain aspects, such as deciding on the storyline.]
2. **SAY SOMETHING LIKE:** Last week, you figured out which topic you wanted to address, and what action you wanted viewers to take after viewing your PSA. Next you need to decide how you are going to get your viewers to take the action you want them to. Will you scare your audience with alarming statistics or quotations? Persuade them with humor? Show them a slice-of-life example that is similar to their own lives?

[Invite teams to look over **Student Handbook page 50, Persuasive Techniques** to review the strategies used in the PSAs they’ve watched over the course of this unit. Ask different students to read aloud. Point out that the technique they choose needs to make sense for the PSA’s message and the target audience. For example, it might not make sense to use humor for a very serious or sensitive topic, but in other cases, such as the “Sock Friend” PSA, humor is the perfect technique.

To help determine which technique would work best for their message, encourage teams to recall the research on their topic. For example, if they found alarming statistics about their topic, they could take advantage of them to capture viewers’ attention. Or, if something funny came to mind when researching the PSA topic, then humor might be a good way to go.]

3. **SAY SOMETHING LIKE:** Now that you’ve reviewed your purpose and determined your persuasive technique, the next step is to come up with a story that will capture your viewers’ attention and focus on the main message. Sometimes it can take advertisers weeks, or even months, to agree on a storyline! But, for this project, you only have a day and a half left to complete your proposal—today and part of next week’s lesson. So, the key is to agree on one idea your team thinks is the best and run with it. If you get bogged down arguing over ideas, you will lose valuable time.
4. [To come up with a storyline, guide teams to brainstorm all of their ideas, with the producer managing the process and another member jotting down ideas on chart

paper. As each member shares his or her ideas, the rest of the team is not to comment in anyway, positively or negatively. Rather, they should keep the flow going so that all the ideas are on the table.

Remind them, however, that while they should let their imaginations run wild, the PSA is only a 30-second spot; it's not an epic, so the storyline should be short and sweet. To give them a frame of reference, point out that "Sock Friend" is just 30 seconds. This should help them recognize that they only have time to tell a short and simple story.]

5. [Refer students to **Student Handbook page 51, Keeping It Simple**, and read through it together, having students take turns reading aloud.]
6. **SAY SOMETHING LIKE:** Before you write out all of the details of your story, you need to make sure it can be captured in one sentence. So, come up with a one-sentence summary of your commercial before you write out the entire story. To practice, how would you summarize "Sock Friend" in one sentence? [Allow students to answer.]
7. [After brainstorming, the writer prompts team members to look at all of the ideas, and to say, one at a time, which storyline they like best and why. If the majority selects the same one, they are to go with that story. Ask students who should make the final decision if the team is not in complete agreement. Any reasoning they use to decide this is fine: the writer rules this day. The producer is the overall supervisor of the project.]
8. **SAY SOMETHING LIKE:** Your PSA needs a **tag line** at the end of the story. What's a tag line again? [Allow students to respond. If they have trouble remembering, remind them of the warm up at the beginning of the unit, in which they matched brands with their famous tag lines.] Your PSA's tag line could be either a voiceover like in "Sock Friend," or a graphic (like Nike's "Just Do It.") on the screen, but you need to have one. Take 15 minutes now to complete your proposal descriptions.
9. [Give students 15 minutes to complete their description. Remind students that the marketing director and writer are responsible for overseeing the creation of **Proposal II: Description**, but every team member must participate in the process.]

III. The Proposal III: Developing a Production Plan (15 minutes)

1. [Project the Production section of **Portfolio page 17, III: Production Notes**, on the overhead.]
2. **SAY SOMETHING LIKE:** Now it's time to bring your story to life! Who are the characters? What do they look like? How do they act? Where does the story take place? What will the camera focus on? To develop your production plan, you need answers to these questions and more.

[Have students turn to **Portfolio page 17, Proposal III, Production Notes**. Review the various elements they need to consider and what they mean:

- **Cast/Characters:** Let students know that they don't need to give the people in their commercial names, nor do they need to figure out who in the group will be acting which part, but that they need to know what role each character in the PSA plays. Tell them that, for example, in "Sock Friend," the character was "the boy on the couch."
- **Voice-over:** Ask students if they know what voice-over means and allow them to respond. Then explain that voice-over is when someone is talking who isn't a character in the story, like the narrator. Give an example, such as the movie announcer who says, "For the first time in 10 years, Sylvester Stallone is ROCKY!" Suggest that the tag line might be a good time to use voice-over. And let them know that you don't want them to write down WHO is saying the voice-over but rather WHAT the voice-over will say.
- **Props:** Ask students if they know what props means and allow them to respond. Explain that props include all of the materials the students need to make their advertisement into a reality. Give an example, such as if they have a scene in a classroom, then they will need materials to make the classroom look real, like books and desks and a chalkboard and pens.
- **Words/Graphics:** For example, ask students how the "Sock Friend" PSA ends. (Students should recall that words and graphics appeared on the screen promoting the Afterschool Alliance). Let students know that the use of words/graphics is optional.
- **Costumes:** Remind students that you want to know what everyone in the commercial is going to be wearing. Emphasize that you want detail, not just "regular clothes" but "baggy jeans, a t-shirt, and a hoodie."
- **Locations:** Ask students if they know what interior and exterior locations means and allow them to respond. Explain that you want to know more than

“inside a school,” like where in the school? In a hallway? A classroom? The principal’s office?

To help them make the best use of their time, the producer needs to move the team along as they consider each element. And, as with the storyline in **Description**, the producer is responsible for leading the discussion. As the team discusses each element, the producer writes in their final decisions on the proposal. Give students **10 minutes** to complete the **Production Notes**.]

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Great job everyone; you have now finished three out of the four parts of your proposal. In your groups, take the next couple of minutes to go over the proposal checklist on **Student Handbook pages 47–49, Proposal Checklist for Section II: Description and Section III: Production Notes**. This checklist includes everything you were supposed to get done today.

[Give students a couple of minutes to complete their **Proposal Checklist for Section II: Description and Section III: Production Notes**.]

Next week we’re going to finish the last section: the storyboard. Then I’m going to give you some time to plan your presentation. Before you leave today, I need the writer to take **Portfolio pages 15–17, Proposal I–III: Identifying Information & Research, Description, and Production Notes** out of your binder and put them in your team’s folder, along with **Student Handbook pages 47–49, Proposal Checklist**.

DO NOW: Commercial Favorites

1. Think of commercials you've seen on TV for different products. Which commercial is your favorite (or one of your favorites)? What is it a commercial for?

2. Which of the following persuasive techniques does the commercial use (circle the correct answer)?

- humor
- real-life examples
- statistics/facts & figures (like X number of people die from smoking every year)
- heart-warming or inspiring story
- other _____

3. Why do you think this persuasive technique is effective for selling this product?

Proposal Checklist

In the first table of each section, check off each task to make sure you've completed everything in that section of the proposal. Then in the second table of each section, answer the questions with either a "yes" or "no" response.

Section I: Identifying Information & Research

Have you recorded the following information? (check each box if it applies)

The group name.	
Which students have taken which job.	
The PSA topic.	
The target audience.	
Important facts about the topic.	
What you want the audience to know or do after viewing the PSA.	

Does your PSA meet the following criteria? (yes or no)

Does the PSA reflect the client's (Roads to Success) mission?	
Have you identified the purpose for the PSA?	
Does the PSA address a topic important to the target audience?	

Section II: Description

Have you recorded the following information? (check each box if it applies)

The PSA topic.	
The target audience.	
The persuasive technique you've chosen.	
The one-sentence summary of your story.	
The description of your story.	
The tag line.	

Does your PSA meet the following criteria? (yes or no)

Does your story clearly describe what is going to happen in your PSA?	
Is your persuasive technique going to be effective at convincing your target audience?	
Has your team come up with a tag line that “speaks to” your target audience?	

Section III: Production Notes

Have you recorded the following information? (check each box if it applies)

Cast/characters	
Voice-over	
Props	
Words/graphics	
Costumes	
Locations: interior and exterior	

Does your PSA meet the following criteria? (yes or no)

Are all of your production decisions realistic? <ul style="list-style-type: none"> • Are the locations places that are easy to get to? • Do you have access to the props you’ve identified? • Will it be easy to find characters required for the story? 	
Can this story be told in 30 seconds?	

Section IV: Storyboard

Have you recorded the following information? (check each box if it applies)

A picture for each scene of the PSA	
A one-sentence description of action for each scene of the PSA	
Any dialogue or voice-over in each scene of the PSA	
Any other information needed to describe each scene of the PSA	

Does your PSA meet the following criteria? (yes or no)

Is it clear what is happening in each scene based on your drawings?	
Have you shown or described what you can see in the background?	
Have you described any action or speaking that's not obvious in the storyboard?	

Persuasive Techniques

Think back to the PSAs you watched at the beginning of this unit. How did each persuade viewers to take an action? Which techniques would work best for your PSA?

Humor

PSAs that use humor make the viewer laugh. In “Sock Friend,” the mission is to show how boring hanging out after school can be. Boring enough to talk to your sock! In another PSA called “Feed the Pig,” a character is about to buy a big-screen TV that he can’t really afford. But he’s stopped by a look from his friend, a life-size piggy bank. Of course, the TV salesman isn’t too happy about this. The scene is silly, and memorable.

Real Life or Personal Examples

In these PSAs, people tell their own stories on camera. For example, high school students explain their own obstacles to graduation. Or a lung cancer victim explains the consequences of smoking.

Statistics/Facts & Figures

Numbers tell the story here. “Each day more than 1,200 young men and women give up on a high school education.” Or “The average high school dropout earns half as much as the average college graduate. And is four times as likely to be unemployed.”

Heart-warming or Inspiring Story

These PSAs use heart-warming stories to make us feel good about helping out a good cause. For example, we see a low-income family moving in to their own house, thanks to the efforts of Habitat for Humanity. Or we watch the graduation of a young man who’s the first in his family to finish college.

Keeping It Simple

Thirty seconds is a very short time. Use the following suggestions to keep your story simple:

1. No more than two locations.
2. No more than three characters with speaking roles.
3. No storytelling that involves big jumps in time. (Please don't use flashbacks or things that happen "10 years in the future.")

An effective PSA can be summarized in a single sentence. Write your story in one sentence before you create your storyboard, so you can tell if it's too complicated. Here are some examples:

1. Kids use paper airplanes to ask adults for help with college.
(www.KnowHow2GO.org)
2. A young woman works hard so she can attend college, and loves it.
(United Negro College Fund)
3. "The Pig" discourages a young man from spending too much on a TV.
(FeedthePig.org)

Say all of your dialog out loud, slowly. Time it. If it's more than 30 seconds, you need to cut something out.

Proposal II: Description

Team Leader: Writer

Description

PSA Topic:

Target Audience:

Persuasive Technique (check any that apply):

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

One-sentence Summary:

Story:

Tag Line: _____

Proposal III: Production Notes

Team Leader: Producer

Description
Cast/Characters: <hr/> <hr/>
Voice-over: <hr/> <hr/>
Props: <hr/> <hr/>
Words/Graphics: <hr/> <hr/>
Costumes: <hr/> <hr/>
Locations: Interior: _____ Exterior: _____

Planning and Storyboarding II

The **BIG** Idea

- What details will make our PSA effective?

MATERIALS

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. The Proposal IV: Storyboard/
Completing the Proposal
(25 minutes)
- III. Completing the Proposal/
Presentation Practice
(10 minutes)
- IV. Wrap Up (5 minutes)

☐ PORTFOLIO PAGES:

- Portfolio page 15, Proposal I: Identifying Information & Research (completed in previous lesson)
- Portfolio page 16, Proposal II: Description, (completed in previous lesson)
- Portfolio page 17, Proposal III: Production Notes (completed in previous lesson)
- Portfolio pages 18–25, Proposal IV: Storyboard

☐ STUDENT HANDBOOK PAGES:

- Student Handbook pages 33–38, Sample Proposal: Storyboard
- Student Handbook pages 47–49, Proposal Checklist (from previous lesson)
- Student Handbook page 52, Ad Apprentice Pitch Outline
- Student Handbook page 53, Presentation Tips

☐ FACILITATOR RESOURCES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Sample Ad Apprentice Pitch Outline (optional)

☐ Overhead projector

☐ “Sock Friend” PSA from Roads to Success website (See **IMPLEMENTATION OPTIONS**)

☐ Laptop, LCD projector, and speakers

OBJECTIVES

During this lesson, the student(s) will:

- Communicate ideas clearly in written, oral, and visual form.
- Create a PSA for a specific target audience.
- Work out agreements, compromise, and solve problems with others.
- Identify characteristics of a good presentation, and practice their pitches.

OVERVIEW

During this lesson, students complete work on their proposals and storyboards. They continue to work in their “job roles” with the marketing director and writer taking the lead on the proposal and the storyboard artist and producer heading up the storyboard elements. The final portion of the lesson is devoted to selecting presenters for next week’s presentations, with each team practicing its “pitch.”

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 47–49, Proposal Checklist**
 - **Student Handbook pages 33–38, Sample Proposal: Storyboard**
 - **Student Handbook page 52, Ad Apprentice Pitch Outline**
 - **Portfolio pages 18–25, Proposal IV: Storyboard**
 - **Facilitator Resource 2, Sample Ad Apprentice Pitch Outline** (optional)
- If it is feasible, try to arrange the desks in groups before students arrive. Place each team’s folder at their group of desks.
- Identify groups who are behind on their proposals. Be prepared to troubleshoot with students who are struggling to finish.
- Make arrangements to use the laptop, LCD projector, and speakers for optional reviewing of the “Sock Friend” PSA. (See **IMPLEMENTATION OPTIONS**.)

BACKGROUND INFORMATION

As in the previous lesson, allow students to struggle through and resolve their own disagreements, stepping in only as needed, asking questions rather than providing advice or arbitrary decisions.

Sample questions for re-directing teams:

- How can you show your teammate that you respect his or her opinion?
- How can you make sure all members participate in the discussion?
- How can you make sure each person does his or her share of the work?
- How can you resolve this disagreement?
- How can you encourage each other?

VOCABULARY

Storyboard: A series of panels showing scenes, dialog/script, production specs, and shots for a commercial. The storyboard gives the client a good idea of the agency's concept for a commercial before production begins.

Pitch: A presentation designed to persuade someone to buy or select a product.

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

1. Next week, you'll be presenting your proposals in front of the class. Today you will be working on your storyboard. What is the purpose of the storyboard?
2. What are five qualities that make a good presentation? (example: good eye contact)

[After they have completed the DO NOW, call on students to read their answers. Then begin with the **Warm Up** as written.]

For **Activity II, The Proposal IV: Storyboard/ Completing the Proposal**, if you think your students will struggle to complete their storyboards you may choose to implement the following adaptations:

- Have students view the "Sock Friend" PSA before walking the students through the Sample Storyboard.
- Split up the storyboard into separate tasks:
 1. First, have the teams complete all of the information below each picture.
 2. Then, instruct the storyboard artist to complete the pictures, while the rest of the group members check the previous parts of the proposal and begin planning the presentation pitch.

In **Activity III, Presentation Practice**, if you think your students will struggle to complete their pitches, use **Facilitator Resource 2, Sample Ad Apprentice Pitch Outline** to model each section of the Ad Apprentice Pitch Outline.

For **Proposal IV: Storyboard**, if computers are available, have students create their storyboards online, using whatever media is available.

You may want to provide each group with a piece of posterboard to display their storyboards during their presentations.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** This is your last day to work on your proposals in class, and I know you're all eager to get to work. What sections of the proposal have we already completed? [Allow students to respond.] Before I give you time to complete the last section of your proposal, the storyboard, I have a couple of reminders:
 - Next week, you'll present your proposal to the whole class, and we'll vote on which ones go on to the next round. As some members of your team work on finishing the storyboard, other members will be planning what next week's presentation is going to look like: who is going to speak, what are they going to say, etc.
 - If you're worried about time, don't linger too long over your storyboards. Stick figures are as useful as detailed drawings for showing the action taking place.
 - Your proposal is not complete until you've finished all four sections. Please review **Portfolio pages 15–25, Ad Apprentice Proposal Sections I–IV**, to make sure each is completed to your satisfaction.
 - You can also review **Student Handbook pages 47–49, Proposal Checklist**, to make sure you covered each detail of the project.
 - Remember that this is a team effort. All members have something to contribute. If you have a disagreement, find ways to make sure each team member has a chance to be heard. And remember, next week you will have a chance to evaluate your own participation and that of your team members.

II. The Proposal IV: Storyboard/Completing the Proposal (25 minutes)

1. [Display the sample storyboard in **Student Handbook pages 33–38, Sample Proposal: Storyboard**, on the overhead projector, and remind students that it is a storyboard for the "Sock Friend" PSA. Explain that a **storyboard** is a series of panels showing the scenes, script, production notes, and shots for a commercial. The storyboard gives the client a good idea of the agency's concept for a commercial before production begins. Now that they've made all their decisions about the story, the tag line, and all the production elements, they are ready to make a storyboard for the client (Roads to Success).]

2. [Walk the students through the sample proposal. Point out that students will probably want to write the dialog before they create the pictures for the storyboard, checking to make sure their story can be told in just 30 seconds.]

SAY SOMETHING LIKE: Is your PSA really only 30 seconds long? Time yourself! Read through the dialog, slowly and leave plenty of space between. Leave a few seconds at the end for the RTS logo. If it's too long, you'll need to revise and make adjustments.

3. [Once the dialog has been agreed upon, the producer and storyboard artist are to collaborate on the creation of the storyboard. The storyboard artist's primary role is to find or draw images for the panels, while the producer writes the production notes to accompany each panel, including sounds and visual effects, voice-overs, graphics, etc. The producer's notes should clearly express what is happening in each scene, so that the client can really picture it. Encourage teams to use the sample storyboard (**Portfolio pages 18–25, Sample Proposal IV: Storyboard**) for reference.]
4. [When the storyboard artist and producer complete the storyboard, have the rest of the team members carefully review the rest of the proposal to make sure everything makes sense and is grammatically correct, and represents everything your team agreed to.]
5. **SAY SOMETHING LIKE:** You're almost done! Now, just take a few moments to review **Student Handbook pages 47–49, Proposal Checklist** to ensure that you are meeting the needs of the client and that you've each accomplished what you set out to do.

III. Completing the Proposal/Presentation Practice (10 minutes)

1. **SAY SOMETHING LIKE:** As ad agencies, you've worked very hard to create imaginative proposals that will win the approval of your client, Roads to Success. The final, and very important, step in the process is called the pitch. The **pitch** is the persuasive speech you'll make to your classmates next week to convince them that you have a winning idea.

Your team will have only two minutes to speak, so you'll have to make each moment count. In the time that remains, there are four things that you can do to get ready. [List these on the board.]

1. Decide what you want to say by filling out **Student Handbook page 52, Ad**

Apprentice Pitch Outline. You can use this to take notes on what to include in the pitch.

2. Decide who you want your spokesperson to be. (You may want to take turns reading the dialog from your PSA, and assign team members to play various parts.)
3. Review the characteristics of a good presentation. See **Student Handbook page 53, Presentation Tips**, for help.
4. Practice! (You can continue this at home, standing in front of a mirror, if you run out of time today.)

[If you think your students will need more modeling to complete the pitch, see **IMPLEMENTATION OPTIONS.**]

2. [Walk around the groups making sure that students are working on completing their storyboards and practicing their presentations. Keep them updated on how much time remains.]

IV. Wrap Up (5 minutes)

1. Great job everybody! You just finished your proposals. Take the next two minutes to look over your **Student Handbook pages 47–49, Proposal Checklist** to make sure you have completed every part. [Give students a couple of minutes to fill out their checklists.]
2. [Collect proposals and storyboards, and thank the teams for their hard work. Remind students that the pitching and judging process will take place next week.]

DO NOW

Ad Apprentices 4: Planning and Storyboarding II

1. What are five qualities that make a good presentation? (example: good eye contact)

- _____
- _____
- _____
- _____
- _____

2. Today you will be working on your storyboard. What is the purpose of the storyboard?

Sample Ad Apprentice Pitch Outline

1. Ad agency name and the names of every member of your ad agency:

Our Ad Agency is called the Famous Four and the people in our agency are Sally Jenkins, Shakira Hernandez, Jake Richards, and Bill Chen.

2. PSA topic and target audience: Our PSA topic is staying in school and our target audience is high school students.

3. Two reasons why this topic is important to our target audience:

- High school students need to know that if they drop out of school, they will have a hard time getting a job.
- People who don't have a high school degree make much less money on average than people with a high school degree or higher.

4. Persuasive technique and reason we chose it.

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Reason we chose this technique:

We decided to use statistics/facts & figures to persuade our audience to stay in school because we thought that the numbers would shock students and convince them that staying in school is best for them.

5. Who will present your storyboard? (One speaker, or several people playing various parts?) List presenters' names and assignments below.

Sally Jenkins and Jake Richards will present the storyboard. Bill Chen will introduce our PSA topic and our target audience. Shakira Hernandez will explain why this topic is important to our target audience, what persuasive technique we used, and why we chose it.

Ad Apprentice Pitch Outline

1. Ad agency name and the names of every member of your ad agency:

2. PSA topic and target audience: _____

3. Two reasons why this topic is important to our target audience:

- _____
- _____

4. Persuasive technique and reason we chose it. (Check one below.)

- humor
- real-life examples
- statistics/facts & figures
- heart-warming or inspiring story
- other _____

Reason we chose this technique:

5. Who will present your storyboard? (One speaker, or several people playing various parts?)

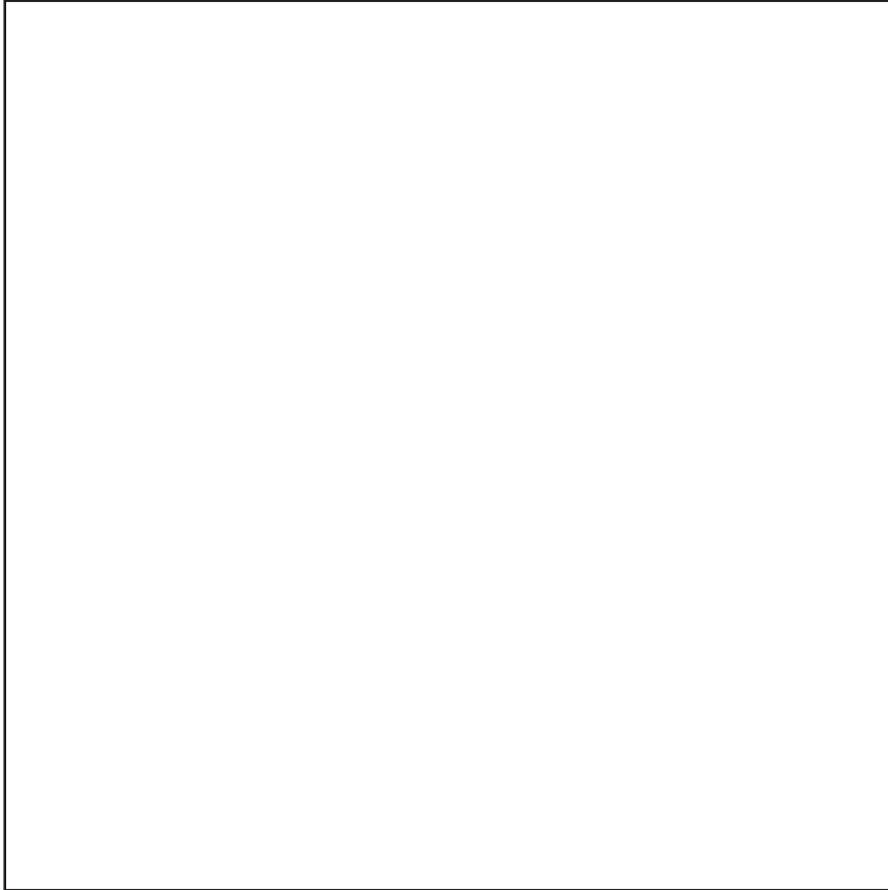
List presenters' names and assignments below.

Presentation Tips

Try these tips for making a convincing pitch. (You can rate yourself using the numbers at the right to identify areas you'd like to work on.)

	Needs Improvement	Below Average	Fair	Good	Excellent
1. Stand up straight.	1	2	3	4	5
2. Speak clearly.	1	2	3	4	5
3. Speak loudly enough to be heard.	1	2	3	4	5
4. Speak slowly, and pause for punctuation or to make a point.	1	2	3	4	5
5. Look up from your notes to make eye contact with the audience.	1	2	3	4	5
6. Relax!	1	2	3	4	5

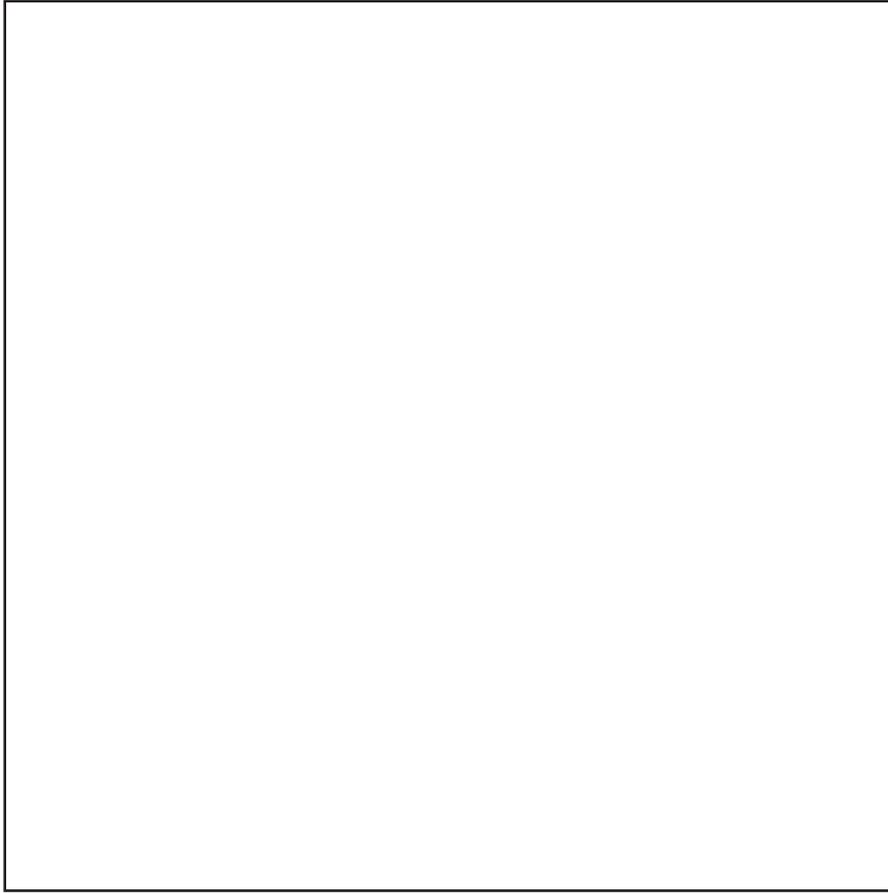
Proposal IV: Storyboard



Description of Action:

Dialog or Voice-Over (if any):

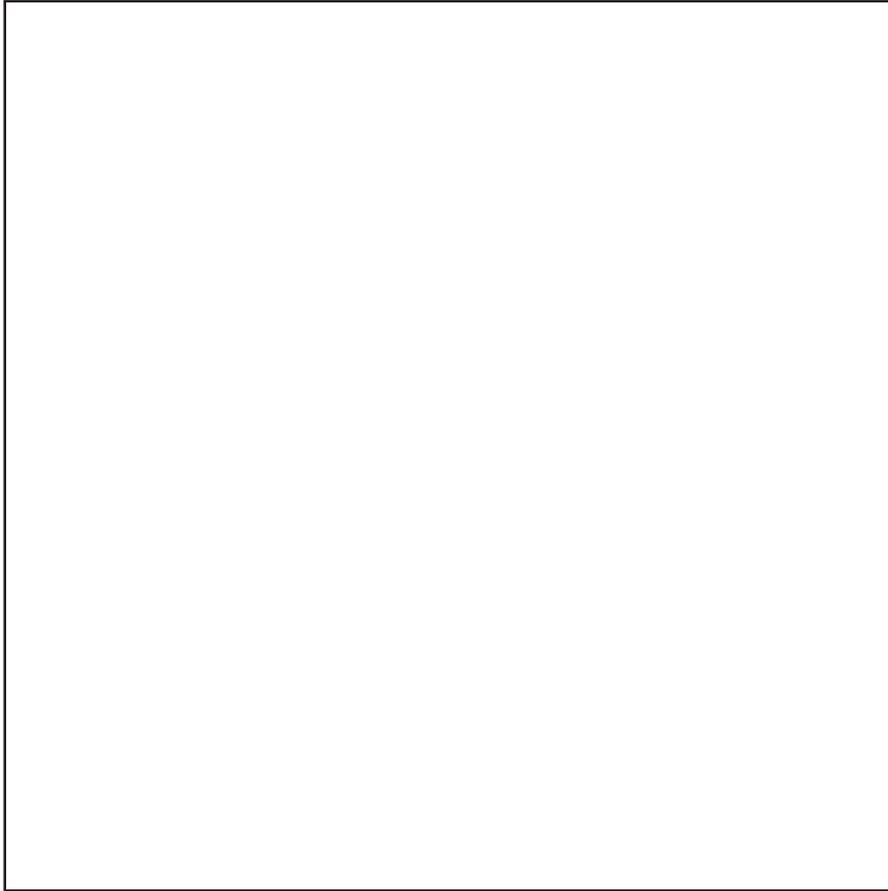
Other:



Description of Action:

Dialog or Voice-Over (if any):

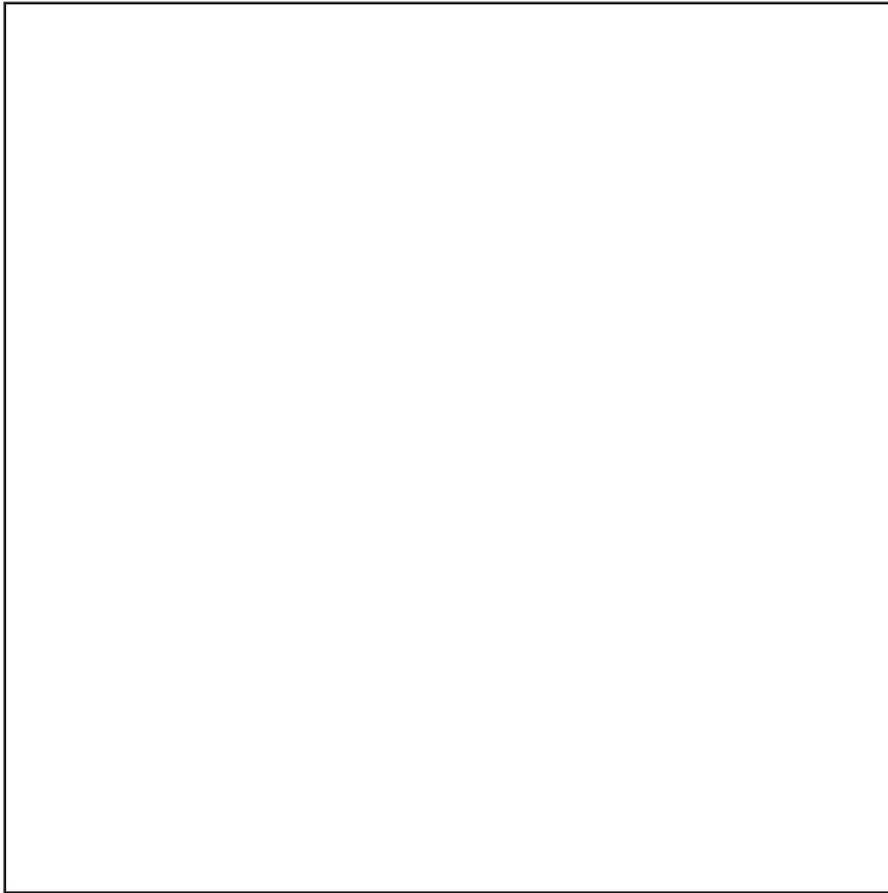
Other:



Description of Action:

Dialog or Voice-Over (if any):

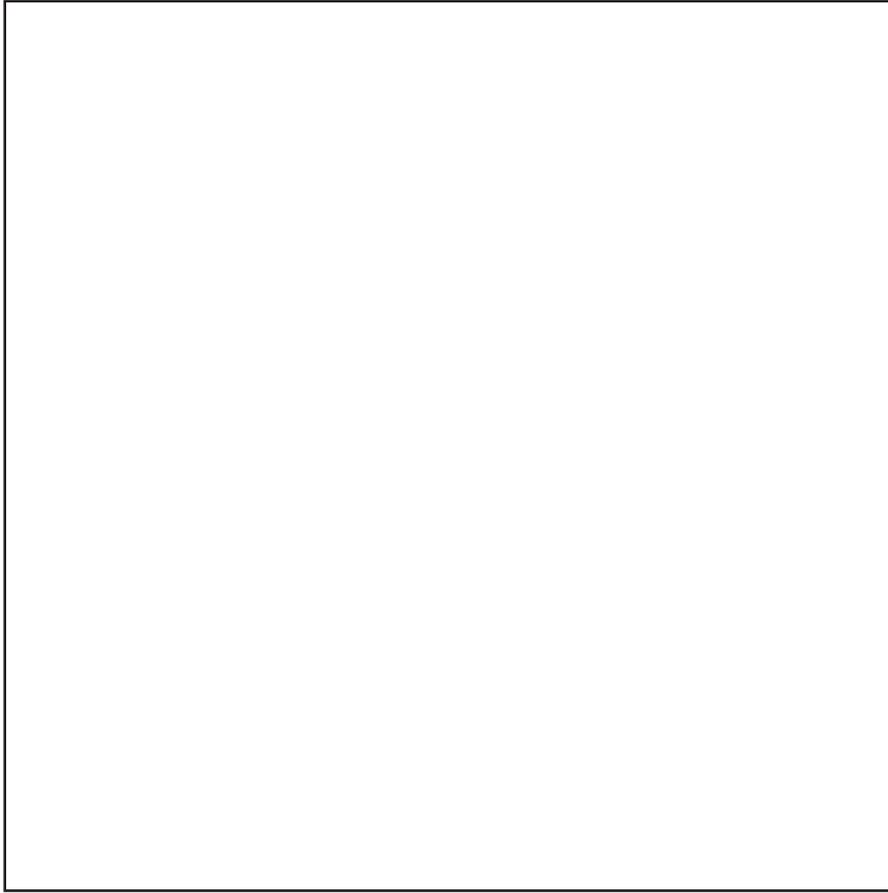
Other:



Description of Action:

Dialog or Voice-Over (if any):

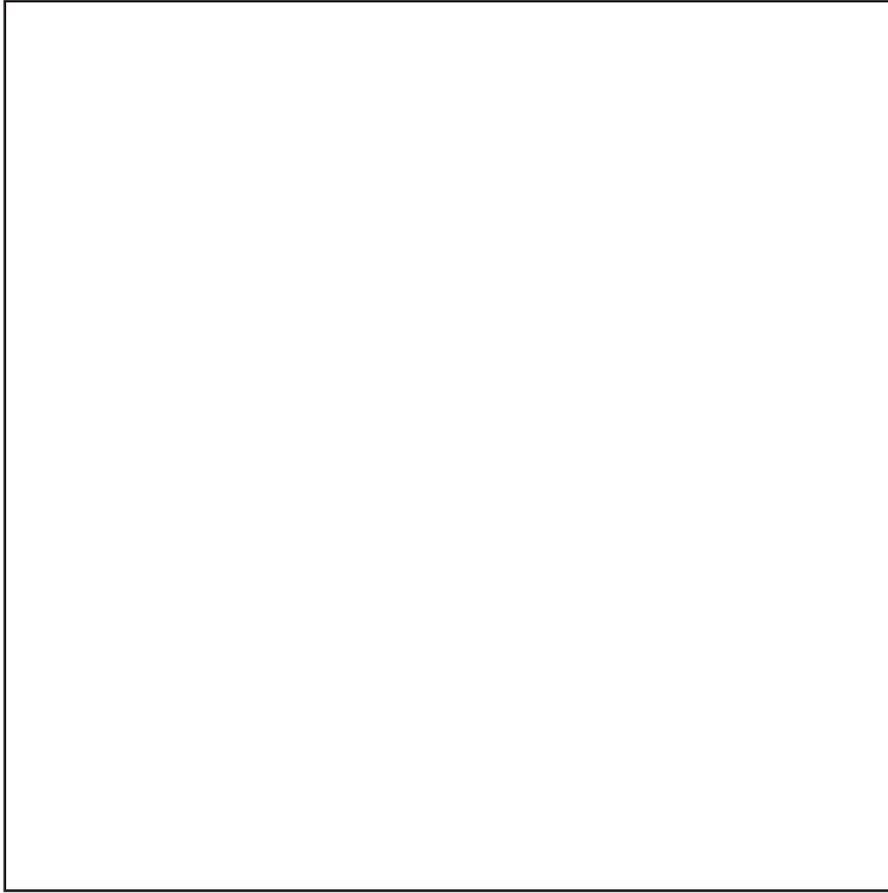
Other:



Description of Action:

Dialog or Voice-Over (if any):

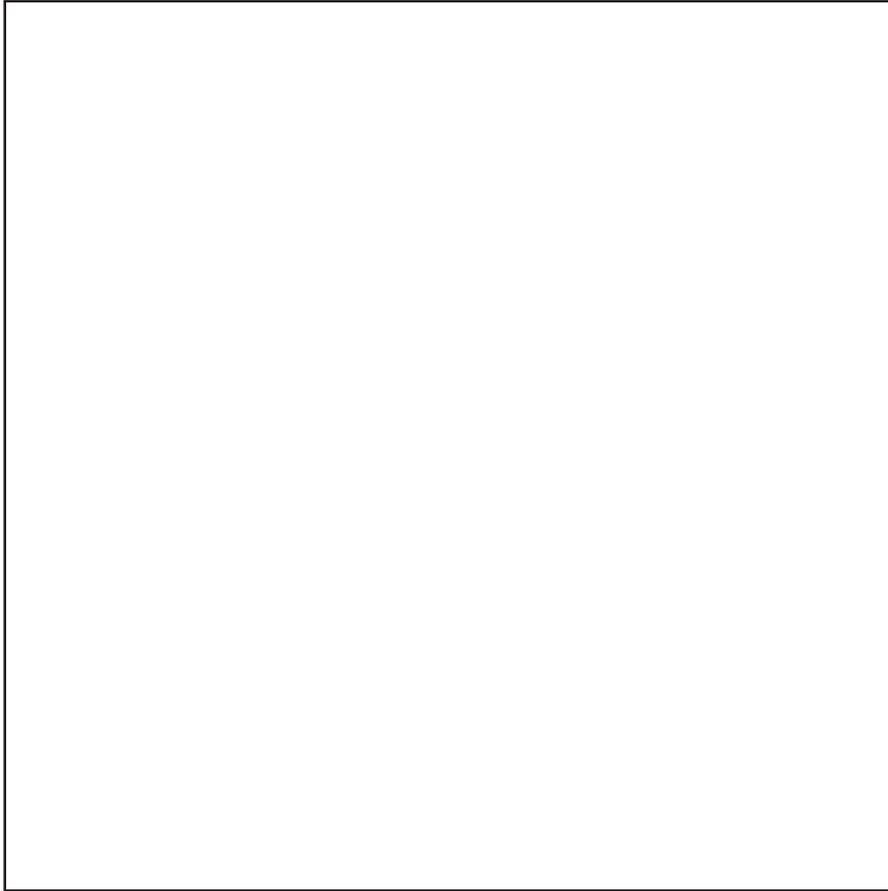
Other:



Description of Action:

Dialog or Voice-Over (if any):

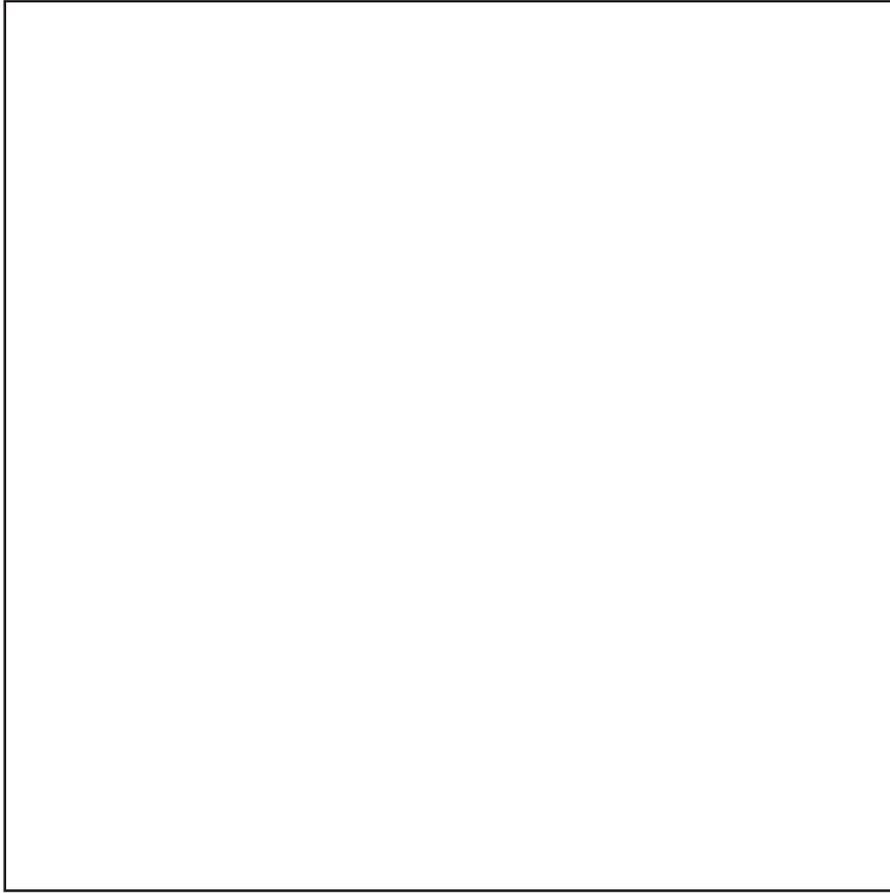
Other:



Description of Action:

Dialog or Voice-Over (if any):

Other:



Description of Action:

Dialog or Voice-Over (if any):

Other:

PSA Presentations

The **BIG** Idea

- How effective was my team's PSA?
- How did I contribute to the team?

AGENDA

Approx. 45 minutes

- I. Warm Up (10 minutes)
- II. PSA Presentations & Evaluations (25 minutes)
- III. And the Finalists Are... (5 minutes)
- IV. Wrap Up (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 15, Proposal I: Identifying Information & Research (completed in previous lesson)
- Portfolio page 16, Proposal II: Description (completed in previous lesson)
- Portfolio page 17, Proposal III: Production Notes (completed in previous lesson)
- Portfolio pages 18–25, Proposal IV: Storyboard (completed in previous lesson)
- Portfolio page 26, Self Evaluation
- Portfolio page 27, Ad Apprentice Reflection
- Portfolio pages 31–33, Grade 9 Skills Checklist (Ad Apprentices skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide
- Student Handbook page 55, Peer Evaluation

Enlarged Storyboards (see **PREPARATION**)

LCD or overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Present PSAs clearly, in oral and visual form.
- Work as a class to evaluate other teams' PSAs.
- Demonstrate good listening skills.
- Self-evaluate personal contributions to a team effort.

OVERVIEW

In this last lesson of the unit, teams present their 30-second public service announcement. Using criteria listed on a judge's rubric, students evaluate the other teams' PSAs. Based on the peer evaluations and facilitator input, the class will then select two PSAs to advance to a grade-wide competition. Finally, students reflect on the five-week experience, particularly on their ability to work as part of a team, by completing a self-evaluation.

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 handout needs to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide**
- Copy the following handouts:
 - **Student Handbook page 54, Judge's Rubric: PSA Evaluation Guide** (40 copies)
 - **Student Handbook page 55, Peer Evaluation** (12 copies per group)
- You may wish to have desks placed in groups before students arrive, and each team's folder may be placed at their group of desks.
- If you did not provide your students with posterboards, you may want to enlarge each team's storyboard to a size appropriate for the whole class to see (e.g., create an overhead transparency for each storyboard or scan them so they can be presented via your laptop and LCD projector).
- Decide on order of teams for PSA presentation and make a list.
- Ask school administrators or other teachers to serve as judges for the grade-wide competition.

BACKGROUND INFORMATION

Teamwork and collaboration are keys to the success of an ad campaign, or any project. Throughout this five-week “job apprenticeship,” students experienced first-hand just how essential teamwork is to a successful outcome, an effective PSA. Following this final lesson, students will complete a self-evaluation asking them to reflect on their strengths and weaknesses as team members. Hopefully, students will carry this experience into their lives outside of school and into the world of work.

VOCABULARY

NOTE: These terms were presented in previous lessons.

Proposal: A written description of the plan for the PSA, including rationale, storyline, target audience, persuasion techniques, and production elements.

Public Service Announcement (PSA): An ad that educates or makes people aware of an important issue or a message, such as stop smoking or stay in school.

Rubric: A scoring guide that describes the expected qualities are of the work being evaluated, (in this case, the PSA proposal and storyboard.)

Storyboard: A series of panels showing scenes and dialog for a commercial or PSA. The storyboard gives the client a good idea of the agency’s concept before production begins.

Tag Line: Brief message heard or seen at the end of an ad. For example, “Just do it” or “I’m lovin’ it.” In a PSA, this should be a call to action.

IMPLEMENTATION OPTIONS

For **Activity II, PSA Presentations & Evaluations**, you may find that your students need more than the allocated time to present and evaluate the proposals. Feel free to determine the best pace for your classes, aiming for consistent expectations from team to team.

For **Activity IV, Wrap Up**, you may decide to wait to tally the votes at home and declare the winners next week. This could allow you time to review the completed proposals before deciding on the winners.

For **Activity IV, Wrap Up**, if you don't have time to finish the **Ad Apprentice Reflection**, please assign it as homework.

Depending on how much time you have available during the school year, you may want to split this lesson into two weeks. This will provide each team with more time to present and will give students more time to complete their self and peer reflections.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today is the big day! You've been working hard on developing a concept for your PSA. Now it's time to present your proposal to your peers. You will have just two minutes to present your PSA concept to the other teams. Your classmates will listen and watch your presentation carefully. As a class, we'll evaluate each PSA using the judge's rubric, or scoring guide. I will comment on the first PSA to show you how to respond to your classmates' work with positive feedback and constructive criticism.

Let's review a few guidelines for providing positive and constructive criticism:

- **Make your comments detailed.** Rather than saying, "The storyboard was good," you could say, "The drawings in the storyboard were really neat and easy to understand."
 - **Frame your comments in a productive way—no put downs.** You wouldn't want to say, "Your presentation was awful." Instead explain how they could have improved their proposal. "It would have been easier to follow your storyboard if your pictures better matched your dialogue."
 - **Make your comments to the whole group.** Your comments should not target any one student, such as "I couldn't hear Johnny at all." Instead make general comments to the entire group, such as "I had trouble hearing some of the presenters."
2. **SAY SOMETHING LIKE:** After everyone has presented, we'll vote by secret ballot to select two teams to move on to the finalist round. I will also weigh in, with an opportunity to select a "Teacher's Choice" different from the two proposals chosen by the class.

II. PSA Presentations & Evaluations (25 minutes)

1. [Display **Student Handbook page 54, Judges' Rubric: PSA Evaluation Guide** on the overhead projector, referring students to their own individual copies. Explain that the class will complete an evaluation after each presentation. You will designate a recorder to make a paper copy of each team's evaluation.]

2. [Tell the class that you've decided on the order of presentations in advance. Explain that when you call a team, they should come right up to the front of the class and begin to present. Remind them that they have just two minutes, and that you will give them a 30-second warning before their time is up. Meanwhile, remind the rest of the class that they are to give the presenting team their complete attention. Ask them how they could demonstrate that they are paying complete attention and allow students to respond. If students' desks are in groups, make sure students face forward for the presentations.]
3. [Invite the first team on your list to come up to the front of the classroom and present their PSA. Help them display their storyboard. Time their presentation with a stopwatch, and alert them when their time is almost up. When the team is finished presenting, have them take their seats.]
4. [Remind students of the class guidelines regarding respect for others, and model a critique of the first PSA, first stating what the team did well, followed by a constructive criticism or two. Following each question, assign a number to describe the team's performance.]
5. [Repeat the process as described above with each team, allowing class members to give feedback. You'll complete the judge's rubric for each team on the overhead projector, with a designated student making a copy for each team.]

III. And the Finalists Are... (5 minutes)

1. **SAY SOMETHING LIKE:** Great job, ad apprentices! Now it's time to determine which teams you are going to send to the finalists' round. Remember, two teams from your class will be selected by you to go on to a grade-wide competition. The judges will review the finalists and decide which agency they want to hire. The winning team will launch their ad on our school website (or whatever venue you've decided) for all to see!
2. [Write the name of each proposal on the board, and have students vote by writing their top three choices on a slip of paper. Explain that the top two vote-getters will move on, with an additional third PSA (Teacher's Choice) added at your discretion. After two minutes, designate a student to collect the votes for you.]
3. **SAY SOMETHNG LIKE:** Congratulations to all the ad teams for your hard work. Not only did you learn how to develop and present an ad proposal, you learned how to work together and make decisions—skills you'll need in any career.

IV. Wrap Up: Reflection (10 minutes)

1. [While you tally the votes, have students take a moment to evaluate their roles in this project by completing **Portfolio page 26, Self-Evaluation; Student Handbook page 55, Peer Evaluation;** and **Portfolio page 27, Ad Apprentice Reflection.**

Tell the class that they are going to have a chance to think about all they accomplished during this unit as well as how they worked together as a team. First, they'll evaluate their own performance, and then rate how well their teammates did. Direct students to **Portfolio page 26, Self Evaluation,** and give them a few minutes to complete it.]

2. [Direct your students to **Student Handbook page 55, Peer Evaluation,** and distribute additional copies so that each student can complete one evaluation for each team member.]

SAY SOMETHING LIKE: Each of you should have ____ [Insert #] **Peer Evaluation** sheets in front of you. You'll notice these are very similar to the **Self Evaluation** sheet. You are going to use these sheets to let your teammates know how they helped your committee. If someone worked really hard, this is the place to show your appreciation. If they didn't participate, or actually kept the group from getting things done, this is also the place to let them know. You will not sign these papers. Please remember to be as thoughtful and honest with your teammates as you want them to be with you.

You will have a few minutes to complete this work. Once everyone has finished their peer evaluations, I will walk around and collect them. Next week you will have a chance to read your teammates, comments.

[Once the students have had a chance to complete all of their peer evaluations, ask them to open to **Portfolio page 27, Ad Apprentice Reflection.** Tell students that they will have five minutes to complete this portion of their portfolio.]

4. [If time permits, you may want to ask volunteers to share some of their thoughts about their ad apprentice experience. Then give the class some positive feedback about what you've noticed during the last five weeks.]
5. [**NOTE:** Once you have collected student portfolios and the judging has been completed, make copies of the proposal for each group member. Replace the blank Portfolio pages (x-x) with a copy of the class's completed proposal.]

6. If you choose to tally the votes during class, announce the winners at the end of class and congratulate them. (See **IMPLEMENTATION OPTIONS** for suggestions.)

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 31–33, Grade 9 Skills Checklist**. Have students complete the skills checklist questions for Ad Apprentices skills.

AD APPRENTICES

I can ...

Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Creatively solve problems with other members of my team.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Take responsibility for my portion of a project and see it through to completion.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Judge's Rubric: PSA Evaluation Guide

For each question, check one score. 1 is lowest and 4 is highest.

	1 Not really	2 Somewhat	3 Well	4 Couldn't be better
Will the PSA grab the viewers' attention?				
Is the storyboard easy to follow, and does it make sense?				
Does the tag line communicate the message of the PSA?				
Can this story be told in 30 seconds?				
Can this PSA be realistically videotaped by high school students?				

One Thing They Did Well:

One Thing That Needs Improvement:

Peer Evaluation

Group member's name: _____

Below each sentence, circle the number that best describes the group member's performance on the ad apprentice proposal.

He/She completed his/her share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She put a lot of effort into the work we did on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She cooperated with the members of the team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She respectfully listened to our team members without interrupting.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She asked for assistance when he/she needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She offered help to our team members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She shared in the planning of the project with our team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

He/She showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

How did you contribute
to your team?



Self Evaluation

Below each sentence, circle the number that best describes your performance on the ad apprentice proposal.

I completed my share of the work on the project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I put a lot of effort into the work I did on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I cooperated with the people on my team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I respectfully listened to my team members without interrupting them.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I asked for assistance when I needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I offered help and suggestions to my team members when they needed it.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I shared in the planning of the project with my team.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

I showed leadership when working on this project.

1	2	3	4
Not really	Somewhat	Well	Couldn't be better

How did you contribute
to your team?



AD APPRENTICE REFLECTION

Take a moment to reflect on your experience during the ad apprentice project by answering the questions below.

1. The best thing about the ad apprentice project was

2. The most difficult part of the ad apprentice project was

3. One thing I learned about myself in the process of participating in the ad apprentice project was

4. One thing I learned about team work by participating in the ad apprentice project was

5. I am proud/not proud of my performance in the ad apprentice project because

EDUCATION AFTER HIGH SCHOOL

Lesson Descriptions

Education After High School 1: Postsecondary Options

Why is education after high school so important, and what are some of my options?

Education After High School 2: One- and Two-Year Programs

What can a one- or two-year school offer me, and how should I choose one?

Education After High School 3: Four-Year Programs

What can a four-year college offer me, and how should I choose one?

Education After High School 4: The Cost of College

How much does college cost?

Education After High School 5: Financial Aid

What are some ways to help pay for college?

Education After High School 6: Entrance Requirements

How do colleges decide which students to admit?

Note: *This lesson requires coordination with your school counselor.*

Education After High School 7: Building Credentials

What do my high school activities tell college admissions officers/employers about me?

PLANNING PYRAMID

GRADE 9 (9–12), Unit 5, Education After High School

Some Students Will:

- Identify scholarships that match their interests and abilities.

Most Students Will:

- Identify the pros and cons of at least two of the following: apprenticeships, tech/trade schools, community colleges, and four-year colleges.
- List things to consider in determining if a four-year college is a good match.
- Use RUReadyND.com to create a list of postsecondary options.
- Compare the relative costs of in-state and out-of-state tuition.
- Compare the relative costs of community college, public four-year colleges, and private four-year colleges.
- Understand the following about financial aid:
 - Financial aid can be based on need or merit.
 - Loans have to be paid back, and can take a big bite out of entry-level salaries.
 - There are all kinds of scholarships available if you know where to look; many are highly competitive.
- Identify grades and standardized test scores as important admissions benchmarks.
- Identify activities that will serve as credentials for college admissions officers and future employers.

All Students Will:

- Understand the importance of education after high school (four out of five new jobs require postsecondary training).
- Identify more than one postsecondary option.
- Recognize that school selection is a matchmaking process.
- Understand that income increases with education.
- Understand that school costs vary widely.
- Understand that it's possible to find an affordable option for postsecondary education.
- Identify one way in which one's high school performance influences colleges or future employers.
- Develop a preliminary list of 10th grade courses based on high school requirements.

The College Question

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

For more info, visit www.roadstosuccess.org.

Did you know?

Some colleges and tech schools have few or no requirements to get in. But not all of their students make it to graduation! Students should figure out their chances of success before they enroll.

Ask:

- What remedial courses will I be required to take if I'm not ready for college work?
- What percentage of students graduate?

Why go to college? Better pay and more job opportunities top most kids' lists. There are also advantages that can't be measured—meeting new people, living on your own, and learning more about the world.

There are colleges to match every personality and background—from small schools where students get lots of attention to large schools with big-city flavor. And there are other options—community colleges, trade schools, and training programs—to help students get ready for the world of work.

Things your student should consider:

Why am I going? What career am I planning for? How does college fit into my plans?



Am I prepared to do the work? College courses build on what you learned in high school. If you don't have As and Bs now, you should know what to do to improve. You'll also need to know how to study

without prodding from your parents or teachers.

What other choices should I consider? Am I interested in a career that doesn't require college? What trade schools or apprenticeships can help me get the job I want?

What steps do I need to take next? Talk to people who have the careers you're interested in. Research to find out what education is required.

Plan on taking tests required for college admission (the PSAT in Grade 10, the SAT or ACT in Grade 11).

Visit colleges and apply to your top choices in the fall of your senior year.

Grade by Grade: Financial Aid

The news is full of stories about the rising costs of higher education, but there are still ways to make college affordable.

Some community colleges cost less than \$3,000 a year. And some very expensive colleges offer generous financial help to make it possible for students from all backgrounds to attend.

Here are a few ways to help pay for school:

Scholarships: Some schools and organizations give students money for achievement—like sports ability or good grades. Other scholarships are awarded based on a family's financial need. Scholarships don't need to be repaid.

Grants: Grants are based on financial need and don't need to be repaid.

Work/Study & Internships: Students get

paid for working, often in the subjects they're studying.

Loans: Students can borrow money at a low interest rate, which must be paid back (certain amount each month) once they've left school.

For more info, visit RUReadyND.com or your local library or school guidance office.

Postsecondary Options

The **BIG** Idea

- Why is education after high school so important, and what are some of my options?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Career Cards (15 minutes)
- III. How Much Are You Willing to Invest? (15 minutes)
- IV. Wrap Up: Check-up Questions (10 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 57, Education After High School Glossary
- Student Handbook pages 58–59, Postsecondary Education Notes
- Student Handbook page 60, Postsecondary Options: Pros and Cons

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Career Cards, Eight cards for each postsecondary option
 - Pages 1–2: Four-Year College (8 cards)
 - Pages 3–4: Apprenticeships (8 cards)
 - Pages 5–6: Community College (8 cards)
 - Pages 7–8: Technical/Trade School (8 cards)

- ☐ Chart paper or overhead projector to record notes during **Activity III**.

OBJECTIVES

During this lesson, the student(s) will:

- Understand the importance of education after high school.
- Identify more than one postsecondary option and match them with careers.
- Describe how postsecondary options differ in terms of time investment, cost, and career preparation.

OVERVIEW

Students think about the relative number of jobs that require postsecondary schooling, and as a class, discuss and list various postsecondary options. In groups, they are given four careers and asked to match each with a postsecondary option it requires. They learn about the relative cost, time investment, and rewards for different postsecondary options, and on a worksheet, list a pro and a con for two of these options.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook pages 58-59, Postsecondary Education Notes**
 - **Student Handbook page 60, Postsecondary Options: Pros and Cons**
- To color code **Facilitator Resource 2, Career Cards**, print pages 1–2 on blue paper, pages 3–4 on red paper, pages 5–6 on green paper, and pages 7–8 on yellow paper. (NOTE: careers should be printed on one side of the paper only.)
- Cut out enough cards so that each group of four in the class receives a set of four different-colored cards, one for each postsecondary option.

VOCABULARY

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

Community College: A postsecondary school that offers career training, or preparation for a four-year college.

Technical/Trade School: A postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

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

Financial Aid: Any type of assistance used to pay college costs.

Graduate School: Additional education after a four-year college.

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

- How many jobs require more training/education after high school? Circle the choice you think is correct, and then explain why you chose that answer.
 - * 1 out of 5
 - * 2 out of 5
 - * 3 out of 5
 - * 4 out of 5
 - * 5 out of 5
- Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training available after high school.
- In a few sentences, explain what you plan to do after you graduate from high school.

[Call on students to read their answers; then read the last two paragraphs of the **Warm Up.**]

In **Activity II, Career Cards**, you may choose to group students so that all within a group have the same color card. Have students work together to figure out what type of postsecondary education their careers require. One student from each group can then present their conclusion to the class.

Instead of writing individual answers in **Activity III, How Much Are You Willing to Invest?**, you may choose to have the students vote as a class to decide which postsecondary education requires the most/least time and money. You should then record their answers on the overhead or board.

If you think your students will struggle to complete **Activity II, Career Cards** before learning about each type of postsecondary education, you can switch the order of **Activity II** and **Activity III**.

In **Activity IV, Check Up Questions**, if you think individual students will struggle, have them complete **Student Handbook page 60, Postsecondary Options: Pros and Cons** in pairs. You can also make a class list of pros and cons on an overhead projector, board, or chart paper. Students can then write down their responses on their own handbook pages.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Here's a trivia question for you. How many jobs require more training after high school? I'll give you four choices. Raise your hand when you hear the one that's correct.

Does 1 out of 5 jobs require training beyond high school?

2 out of 5?

3 out of 5?

4 out of 5?

If you said four out of five, you're right. This means that if you want to have your best shot at a good job, 12th grade will not be the end of your schooling. Raise your hand if you have a good idea of where you'll be going to school after high school.

[Students respond.]

If you don't have a clue, you're not alone. Most students don't finalize their plans until their junior or senior year. But knowing what your choices are, and how to get more information about them, will make planning easier and a lot more fun.

That's what we're going to work on for the next few weeks.

II. Career Cards (15 minutes)

1. **SAY SOMETHING LIKE:** Finishing high school is a big milestone. But once you're through, there are a lot of ways to continue your education to make sure that you'll have a rewarding career that pays well.

Four-year college is one way to do it [Write **Four-Year College** on the blackboard.] Usually, when people say they want to go to college, a four-year college is what they have in mind. But there are other options, too. Can anyone name one?

[Write student answers on the board and prompt students for any of the following that they miss:

- Community college
- Technical/trade programs of less than two years
- Apprenticeships for skilled trades]

[Direct students' attention to **Student Handbook page 57, Education After High School Glossary**. This glossary should be referenced throughout the unit whenever

vocabulary is reviewed or introduced. Review these three types of postsecondary education. See **Vocabulary.**]

2. [Once this list is on the board, distribute a set of four different-colored career cards to each team of four students (See **Preparation** and **Implementation Options**). Explain that each card requires a different kind of post-high school training and that using the list on the board as their guide, teams have to figure out what kind of training is required for each job. Each student in the group should be responsible for one career card. Explain that this card does not represent their future career. They are just in charge of presenting this career to their group and the class.]

[Explain to students that although there may be more than one kind of training for some of the careers listed, the answer will represent a common option.]

[After about five minutes, ask each student with a red card to read the career listed. Then explain that all these careers share similar training. Have the students with the red cards vote on which of the four options they think is correct, then give them the answer. (Note that stars on the blue cards mean more schooling is required after college.) Follow this procedure for the three remaining colors. See **KEY** below.]

KEY

BLUE	Four-Year College
RED	Apprenticeships for Skilled Trades
GREEN	Community College
YELLOW	Technical/Trade Programs of less than two years

III. How Much Are You Willing to Invest? (15 minutes)

1. **SAY SOMETHING LIKE:** Let's talk about the kind of investment you're going to have to make for each of the four options. The costs are all different and so is the amount of time they'll take to finish.

[Pass out one index card to each student. On the board, recreate the information below. Instruct students to write this information on their index card.]

Which Postsecondary Option:

1. Costs most?
2. Costs least?

3. Takes the most time?
4. Takes the least time?

On your index card you are going to write down the postsecondary option that you think costs the most money and the one you think costs the least. Then you will write down the option you think takes the most time to finish and the option you think takes the least time. You can check your answers afterward while I'm talking.

[Give students two minutes to write down their answers on their index card.]

2. [Display **Student Handbook pages 58–59, Postsecondary Education Notes** on the overhead projector as you instruct students to turn to these pages in their handbook. Explain that all of the answers will be covered during the following mini-lecture. Instruct the students to fill in the blanks as you are speaking. Ask students to help you fill in the blanks after you discuss each section. Record the answers on the overhead projector. Make sure to clarify any misconceptions the students may have.]

3. **SAY SOMETHING LIKE:** Let's start with **apprenticeships**. There are a lot of these in the skilled trades like plumbing, carpentry, construction, and electrical work, but there are also apprenticeships in other professions like nursing, hotel management, and homeland security.

You might be surprised to find out that apprenticeships can take the most time of any postsecondary option. Some take as little as one year, but some can take three to five years to finish.

Apprenticeships are also the least expensive way to go. Actually, employers sometimes even pay YOU while you get on-the-job training and academic instruction to learn the skills you need.

Completing an apprenticeship is also likely to land you a good job in your chosen field. Many times you can even get a job where you've been an apprentice.

4. **SAY SOMETHING LIKE:** At **technical and trade schools**, you can get a license or certificate in different kinds of skilled careers. These include jobs like auto mechanic, computer technician, truck driver, medical assistant, and interior decorator.

Technical and trade programs take the least time to finish of all the post-high school options. Some can even be completed in as little as five months.

The cost of tech and trade schools can really vary. Some can cost as little as a few hundred dollars, but a few can cost up to \$10,000. Most are somewhere in between. The good news is that tech and trade schools often offer training in growing professions, so there are likely to be a lot of jobs available when you're through.

5. **SAY SOMETHING LIKE:** A degree from a **community college** is also likely to get you into the job market right away. The kind of in-demand jobs these schools prepare you for include bookkeeper, fashion designer, computer programmer, and paramedic.

Community college takes two years to complete, and it'll cost you about \$3,000 per year. Community colleges usually offer two different options. You can stop after a two-year degree or use a community college as a stepping-stone on the way to a four-year degree.

6. **SAY SOMETHING LIKE:** If you thought **four-year college** was the most expensive option, you were right. At the moment, the price tag for a four-year college runs between about \$5,000 to more than \$40,000 each year. State schools like [**a state college or university in your area**] have the lowest listed cost and private colleges and universities like [**a private college or university in your area**] have the highest listed cost. However, the lowest tuition doesn't mean the cheapest to attend. Many private schools have money to give to hardworking students who can't afford school otherwise.

Just remember not to get too scared off by these higher costs; there's often financial aid available for students who need it. Financial aid is any type of assistance that's used to pay college costs. There is an affordable option for everyone, and we'll learn about this later in the unit.

Except for some five-year apprenticeships, four-year college generally takes the longest of all the options, which is four years, of course.

So with all these other options, why would someone spend all that time and money on four years of college? [Allow students to respond.] People who make the most money generally have four-year degrees. And going to four-year college also gives you the option to go to graduate school where you can become a doctor, lawyer, or other professional. These are the careers that usually pay the most. Four-year college also gives you broader knowledge than you get from the other kinds of training. This general knowledge can make it easier to switch careers.

[Have students identify which options require the least/most amount of time and money. Answer any questions the students may still have about each type of postsecondary option.]

IV. Wrap Up: Check-up Questions (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you know a little more about four different schooling options, take a look at **Student Handbook page 60, Postsecondary Choices: Pros and Cons.**

For this handbook page you will need to write one pro (positive outcome) and one con (negative outcome) for each of three options listed. Before you start working on your own, let's review the examples together.

[Have a volunteer read the pro and con for apprenticeships. Make sure students understand the differences between a pro and a con. Then see if any students can come up with another pro or con for apprenticeships. Once you feel students can complete this task on their own, give them a few minutes to complete the chart. Then ask for a few volunteers to share their answers.]

DO NOW

Education After High School 1: Postsecondary Options

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

1. How many jobs require more training/education after high school? Circle the choice you think is correct, and then explain why you chose that answer.

- * 1 out of 5
- * 2 out of 5
- * 3 out of 5
- * 4 out of 5
- * 5 out of 5

2. Attending a four-year college is one way to continue your education after you graduate from high school. List any other types of education or training available after high school.

3. In a few sentences, explain what you plan to do after you graduate from high school.

CAREER CARDS (Four-Year College; print on blue paper)

Doctor



Lawyer



**Social
Worker**

**Marine
Biologist**

CAREER CARDS (Four-Year College; print on blue paper)

Accountant

Architect

**Computer
Programmer**

Teacher

CAREER CARDS (Apprenticeships; print on red paper)

Electrician

Welder

Caterer

Bricklayer

CAREER CARDS (Apprenticeships; print on red paper)

Roofer

Carpenter

Machinist

Plumber

CAREER CARDS (Community College; print on green paper)

**Police
Officer**

Chef

**Massage
Therapist**

**Medical Lab
Technician**

CAREER CARDS (Community College; print on green paper)

Nurse

**Childcare
Provider**

**Web
Designer**

**Interior
Designer**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

**Hair
Stylist**

**Auto
Mechanic**

**Computer
Technician**

**Hotel
Clerk**

CAREER CARDS (Technical/Trade Schools; print on yellow paper)

**Surgical
Assistant**

**Truck
Driver**

**Administrative
Assistant**

**Pharmacy
Assistant**

Education After High School Glossary

Accreditation: Official approval of a program after a school has met specific requirements.

Admissions: The department at a college or university that oversees the application and acceptance process.

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

Campus Life/Residence: The department at a college or university that oversees campus housing, dining, and on-campus clubs and activities.

Community College: A postsecondary school that offers career training, or preparation for a four-year college. (Also called a two-year college.)

Enrollment: The number of students who are currently attending a particular college or university.

Financial Aid: Scholarships, grants, loans, and other assistance programs that help pay for tuition and other postsecondary school expenses.

Graduate School: Additional education after a four-year college.

Licensed: Legal permission to operate.

Postsecondary Education: Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher, but so is the aid that is offered.

Prospective Students: Potential or future students at a college or university.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Specialized College: A public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Technical/Trade School: A postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: Fees paid for instruction, especially for postsecondary education.

Undergraduate: A student in a university or college who has not received their bachelor's degree.

Postsecondary Education Notes

Apprenticeships

There are a lot of apprenticeships in skilled trades like plumbing or carpentry. But there are also apprenticeships in other professions like _____ (one example).

Some apprenticeships take as little as _____ year, but some can take _____ to _____ years to finish.

Apprenticeships are the _____ expensive way to go.

Technical and Trade Schools

You can get a _____ or certificate in different kinds of skilled careers like _____ (one example).

Technical and trade programs of less than two years take the _____ time to finish of all the postsecondary options.

Some can even be completed in as little as _____ months.

The cost of these schools can _____.

Community College

Community college prepares you for jobs like _____ (one example).

Community college takes _____ years to complete.

It will cost you about _____ per year.

Four-Year College

Four-year college is the most _____ option. It costs between \$5,000 a year and _____ a year.

Public schools are cheaper than _____ schools.

Four-year college generally takes the _____ time of all of the options.

Going to a four-year college gives you the option to go to _____ school, where you can become a doctor, lawyer, or other professional.

Postsecondary Options Pros & Cons

Directions: List one pro and one con for each type of postsecondary option listed below.

OPTION	PRO	CON
Apprenticeships in the skilled trades	<i>You can get paid to learn.</i>	<i>You are trained to do a very specific job so you will need more schooling if you want to switch careers.</i>
Trade/Technical School (less than two years)		
Community College		
Four-Year College		

EDUCATION AFTER HIGH SCHOOL **2**

One- and Two-Year Programs

The **BIG** Idea

- What can a one- or two-year school offer me, and how should I choose one?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Keeping Your Options Open! (10 minutes)
- III. How to Judge (10 minutes)
- IV. A Look at Two Schools (15 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 61, Careers with a Degree of Two Years or Less
- Student Handbook page 62, Pros and Cons of One- and Two-Year Schools
- Student Handbook page 63, Keeping Your Options Open!
- Student Handbook page 64, Examining One- and Two-Year Schools

FACILITATOR PAGES:

- Facilitator Resource 1, Class List: Careers with a Degree of Two Years or Less
- Facilitator Resource 2, Jobs for People without a Four-Year Degree, one copy per student
- Facilitator Resource 3, Discussion Points of One- and Two-Year Schools

- Copies of the following web pages listed in **Preparation** (one set for every two students)

OBJECTIVES

During this lesson, the student(s) will:

- Learn ways to evaluate one- and two-year programs.
- Learn that there are high school requirements for one- and two-year programs that determine admission and success.
- Discuss the pros and cons of attending one- and two-year programs.

OVERVIEW

Students list careers you can get with one- and two-year degrees and discuss the factors to consider when choosing tech schools and other one- and two-year programs. In pairs they review website information from two of these schools, then find out their admission requirements. They finish the lesson by discussing reasons to go and not to go to one- and two-year programs.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 62, Pros and Cons for One- and Two-Year Schools**
 - **Student Handbook page 63, Keeping Your Options Open**
 - **Student Handbook page 64, Examining One- and Two-Year Schools**
 - **Facilitator Resource 2, Jobs for People Without a Four-Year Degree**
 - **Facilitator Resource 3, Discussion Points of One- and Two-Year Schools**
- Select two schools from the list below, or substitute two similar schools from your region. (See **Implementation Options**.) Visit their websites and create packets that address the information listed on **Student Handbook page 64, Examining One- and Two-Year Schools**. (Make a class set for each school.)
 - Turtle Mountain Community College
<http://www.turtle-mountain.cc.nd.us>
 - Rasmussen College
<http://www.rasmussen.edu/locations/north-dakota/fargo>
 - Lake Region State College
<http://www.lrsc.nodak.edu>
 - Bismarck State College
<http://www.bismarckstate.com>

VOCABULARY

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

Licensed: Legally permitted to operate.

Accreditation: Official approval of a program after a school has met specific requirements.

Financial Aid: Any type of assistance used to pay college costs.

IMPLEMENTATION OPTIONS

If you typically meet with students in the computer lab, rather than printing out the web pages for **Activity IV, A Look at Two Schools**, you may prefer to have students access them online.

Instead of using the schools provided, you might also want to investigate other schools and use information from two you find worthy. Through RUPrepareND.com, students can access Choices Planner which includes a school search feature called School Finder.

Directions:

1. Have students sign into RUPrepareND.com.
2. Select Choices Planner.
3. Click on the Learn tab at the top then choose School Finder. Students can search for schools by region and by type of program offered.

ACTIVITY STEPS

I. Warm Up: (10 minutes)

1. [Begin the class by referring students to **Student Handbook page 61, Careers with a Degree of Two Years or Less**. Have them complete the worksheet. Once the students have completed it, display **Facilitator Resource 1, Class List of Careers with a Degree of Two Years or Less**. Call on a few student volunteers to read their lists aloud. As they read them, record each career under its proper category.

Give each student a copy of **Facilitator Resource 2, Jobs for People without a Four-Year Degree**. Instruct the students to circle any careers that surprised them. Then allow a few students to share out one career they were surprised to find on the list.]

2. **SAY SOMETHING LIKE:** Many people don't figure out their plan for their education after high school until their junior or senior year. But it can really pay off to investigate your options right now. There are two great reasons to start early:
 - You won't feel panicky and pressured as graduation approaches.
 - It can help you make sure your high school work prepares you for the option you choose.

II. Keeping Your Options Open! (10 minutes)

1. **SAY SOMETHING LIKE:** Throughout this unit we will be focusing on different types of postsecondary options. You may already have an idea of what you want to do after high school, but I want all of you to have information about every option. To accomplish this, I'll need your patience and attention during the classes that focus on something other than your main goal, for your own future reference as well as out of respect for those who need the information immediately.

Last class you learned about the four different post-high school options. Does anyone remember all four? [Allow students to respond.] Next week, we'll talk about four-year colleges. Today we are going to examine the advantages of going to a one- or two year school. This includes tech and trade school as well as community college.

[Instruct students to turn to **Student Handbook page 62, Pros and Cons for One- and Two-Year Schools**. As a class, discuss the benefits and factors to consider for tech/trade schools and community colleges. (See **Facilitator Resource 3, Discussion Points for One- and Two-Year Schools**.)]

2. **SAY SOMETHING LIKE:** For many careers, there is no one perfect educational pathway. Often there's more than one way to reach a career goal. You may already be planning on attending a four-year college after you graduate from high school. But there's more than one way to get there. Some students get a two-year degree at a community college, and then move on to a four-year school. It's a way of getting used to college a little at a time, and can save you money, too! The key is to keep your options open.

[Display **Student Handbook page 63, Keeping Your Options Open!** using an overhead or chart paper. Discuss the multiple education pathways for each of the following careers: medical lab technician, restaurant manager, and nurse. Explain that your job opportunities and salary will increase as you attain more education.]

3. People sometimes mistakenly believe that community college is an easy option to build your skills. While it's true that many community colleges have open enrollment, that is they admit all students with a high school diploma, there may be bad news for people who haven't studied in high school. If you're not academically prepared, you're more likely to need remedial courses. These courses will not count toward your degree and will end up costing you more money! Many community and technical colleges require an entrance exam to show you've mastered the basic skills needed to succeed.

III. How to Judge (10 minutes)

1. **SAY SOMETHING LIKE:** What are some of the ways you could check out this school or any other one- or two-year program? (*Look at websites and/or school brochures, talk to school reps, school counselors, people in the field, and alumni*).

[List student responses on the board.]

What are some of the questions you could ask to make sure you won't be wasting time and money? (*What will you learn? How long is the program? What are the costs? Is financial aid available? Will they help you get a job after graduation?*)

[List student responses on the board.]

2. **SAY SOMETHING LIKE:** There's a lot you can do to make sure a technical school or other one- or two-year program will help you in your career. In a few minutes you and a partner are going to research two tech schools, using the questions listed on **Student Handbook page 64, Examining One- and Two-Year Programs**. Let's take a look.

3. [As a class, go over **Student Handbook page 64, Examining One- and Two-Year Programs**. Discuss the meaning of any vocabulary that might be new to students like licensed, accreditation, and financial aid. (See **Vocabulary**.)]

IV. A Look at Two Schools (15 minutes)

1. [Pair off students.]
2. **SAY SOMETHING LIKE:** Now let's look at some real schools to see if they've got the right stuff. Both offer lots of programs, but we're going to focus on one for _____ (insert name of one program offered at the first school you selected) and one for _____ (insert name of one program offered at the second school you selected). (See **Preparation**.)
3. [Give each pair a set of web pages from the two schools you selected in the **Preparation** section. Explain that each pair is responsible for answering the questions listed on **Student Handbook page 64, Examining One- and Two-Year Programs** for both tech schools.]

SAY SOMETHING LIKE: Information on technical and trade schools can be harder to find than information about four-year colleges. But it's worth the effort it takes to investigate. If you can't find the answer to one of the questions, don't worry, just skip it and move on to the next question.

[Give the students 10 minutes to complete their work. Then bring the students back for a whole class discussion.]

SAY SOMETHING LIKE: So what do you think? Would these schools be worth your time and money? Why?

SAY SOMETHING LIKE: If you wanted to find out more information about these schools what could you do?

- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.
- Talk to people in the career you're interested in.

Here are some general requirements for admission to one- and two-year schools.

- You'll need a high school diploma.
- You may have to pass their math, reading, and English comprehension tests (so it's important that you stay on level with high school courses).
- Some schools may require an in-person interview with an admissions counselor who will be looking to make sure you're a motivated student and a good fit for the program.
- It's beneficial to have some kind of background experience in the field (e.g., for automotive tech, a shop class and for computer tech, a computer class).

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** What are some of the reasons someone would choose to go to one- and two-year schools? (*Costs less money than four-year college, get training in careers that are in high-demand, enter job market sooner*) What would you miss by not going to a four-year program? (*campus experience, more varied and fuller education, path to a professional degree, preparation for a wider range of careers*)
2. **SAY SOMETHING LIKE:** True or false: If I'm not going to a four-year college, I don't have to worry about my academic skills.
3. [Reiterate that whatever kind of one- and two-year programs students are interested in, there are high school courses to take that will help them get in and succeed. Also remind the class that because they may have an interest in four-year schools later on, they should make sure to take coursework that doesn't close the door on that option.]
4. **SAY SOMETHING LIKE:** Next week we're going to learn more about four-year colleges. As a class we will discuss what to look at when selecting a college to attend and then you'll use RUPrepareND.com and Choices Planner to find colleges that match your current interests.

EXTENSION ACTIVITY

Encourage any students interested in finding out more about a trade to talk to people who are in the field. What do they think students in high school can do to prepare for studying the trade? Where do they think is the best place to get training?

CLASS LIST: Careers with a Degree of Two Years or Less

Health Care	Government, Legal, and Public Safety	Travel/Hospitality
Computer/Internet	Building and Construction	Business, Sales, and Financial Jobs
Science, Math, Engineering, and Technology	Sports/Entertainment/Media	Transportation/Office

Jobs for a Person Without a Four-Year Degree

Building and Construction

- Brickmasons, blockmasons, and stonemasons
- Carpenters
- Construction and building inspectors
- Drywall installers and tapers
- Hazardous materials removal workers
- Painters and paperhangers
- Plumbers
- Sheet metal workers
- Iron and metal workers

Business, Sales, and Financial Jobs

- Advertising sales agents
- Insurance adjusters
- Real estate brokers and sales agents
- Retail salespersons
- Sales representatives
- Travel agents

Computer/Internet

- Computer and office machine technicians
- Computer programmers
- Computer software engineers

- Web developers
- Webmasters

Government, Legal, and Public Safety

- Court reporters
- Correctional officers
- Firefighters
- Paralegals and legal assistants
- Private detectives

Health Care

- Lab technicians
- Dental assistants
- Dental hygienists
- Emergency medical technicians/paramedics
- Licensed practical nurses
- Massage therapists
- Medical assistants
- Medical secretaries
- Nursing, psychiatric, and home health aides
- Pharmacy technicians
- Physical therapy assistants and aides
- Occupational therapists, assistants, and aides
- Registered nurses
- Veterinary technicians

Science, Math, Engineering, and Technology

- Drafters
- Engineering technicians
- Electronics installers and repairers
- Electricians
- Laser technicians
- Science technicians

Sports/Entertainment/Media

- Actors
- Athletes, coaches, and umpires
- Broadcasters, sound engineering technicians, and radio operators
- Desktop publishers
- Musicians, singers
- Photographers
- Public relations specialists
- Recreation and fitness workers
- Television and film camera operators and editors

Travel/Hospitality

- Air traffic controllers
- Aircraft and avionics equipment mechanics
- Airline pilots and flight engineers
- Chefs and cooks
- Flight attendants
- Food and beverage service workers
- Hotel managers and assistants
- Restaurant and food service managers
- Tour operators and guides

Transportation/Office

- Automotive service technicians and mechanics
- Truck drivers
- Executive secretaries and administrative assistants
- Financial clerks

From America's Top 100 Jobs for People Without a Four-Year Degree, Ron & Caryl Krannich, PhD, Impact Publications

Discussion Points of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.

Extended Discussion:

A school may promise to have qualified instructors, small class sizes and excellent job placement on their website, but in reality, it may have out-of-date machines, huge class sizes, and instructors who are not qualified to teach the classes. Before you apply to a tech or trade school make sure that the school is recognized by a reputable state organization.

- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can get a two-year degree from a community college, or use a community college as a stepping-stone on the way to a four-year degree.

Extended Discussion:

Many community colleges provide students with courses that can count towards a four-year degree. This means that students can go to a community college for two years and graduate with an associate's degree. They can then transfer to a four-year college. After two years of additional study at a four-year college, students would then graduate with a bachelor's degree.

- May offer evening or weekend classes (allows students to work while going to school part time).
- Frequently offer specialized job training

Extended Discussion:

Many community colleges offer apprenticeship opportunities and on-the-job training. [Students at community colleges can take courses to fulfill requirements at a four-year college, but community colleges also provide specific career training similar to what's found at a tech and trade school.]

- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.

Extended Discussion:

If a student plans to transfer to a four-year school, she should make sure her community college credits will “count” at the four-year school she’s planning to attend. If not, the student will need to take additional courses toward her bachelor’s (four-year) degree, which will cost more time and money.

- Many students at community colleges do not live on campus, but commute to school instead. This means that students who attend a community college may not experience “college life” outside the classroom. Living in a dorm is a great way to meet and bond with other students, and to make friends that share similar goals and aspirations.

Adapted from www.fastweb.com, “Types of Schools,” by Kay Peterson, PhD

Careers with a Degree of Two Years or Less

1. List careers you can get with a degree of two years or less.

2. List two reasons why a person would want a one- or two-year degree.

a.

b.

Pros and Cons of One- and Two-Year Schools

Technical/Trade Schools

Benefits:

- Offer courses that prepare you for a specific career.
- Shorter program length.
- Offer an excellent opportunity to gain practical experience in your future trade.

Things to Consider:

- The quality of the courses can vary; ask about the school's accreditation and reputation.
- This school makes you an expert in only one thing, so it's hard to switch careers.

Community Colleges

Benefits:

- You can graduate with a two-year degree, or use community college as a stepping-stone on the way to a four-year degree.
- May offer evening or weekend classes (allows students to work while going to school part time).
- Frequently offer specialized job training.
- Much more affordable than a four-year college.

Things to Consider:

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.
- Many students at community colleges do not live on campus, but commute to school instead.

Adapted from www.fastweb.com, "Types of Schools," by Kay Peterson, PhD

KEEPING YOUR OPTIONS OPEN!

Medical Lab Tech

PATHWAY 1

Certificate from a
Technical School

PATHWAY 2

Bachelor's Degree in
Medical Technology from
a **Four-Year College**
↑
Associate's Degree from a
Community College

Restaurant Manager

PATHWAY 1

Certification
in Restaurant
Management from a
Technical Institute

PATHWAY 2

Bachelor's Degree in
Hospitality Management from
a **Four-Year College**
↑
Associate's Degree in
Business Administration from a
Community College

Nurse

PATHWAY 1

Certificate in
Nursing from a
Technical School

PATHWAY 2

Master's Degree as
a Nurse Practitioner
(One to two years of
Graduate School)
↑
Bachelor's Degree in
Medical Technology from
a **Four-Year College**
↑
Associate's Degree from
a **Community College**

Examining One- and Two-Year Programs

Directions: Answer the following questions using web pages you were given. If you cannot find an answer to a question below, feel free to leave that question blank. We will review these answers as a class.

Research Questions:

1. Describe the career program you're most interested in.

2. What degree, certificate, or license will you have when you finish?

3. List three courses (or topics) you'll study.

1) _____ 2) _____ 3) _____

4. How long will it take to complete the program?

5. How much will it cost? Does the school offer financial aid?

6. What kinds of jobs can you get when you're done?

7. Do they list any contact information? If so, record it below.

Four-Year Programs

The **BIG** Idea

- What can a four-year college offer me, and how should I choose one?

AGENDA

Approx. 45 minutes

- I. Warm Up: My Choices (10 minutes)
- II. Some Options (5 minutes)
- III. Colleges for Me: RUPrepareND.com's Choices Planner (25 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 28, RUPrepareND.com's Choices Planner School Finder Results
- Portfolio page 29, Your Search Criteria

STUDENT HANDBOOK PAGES:

- Student Handbook page 65, My Choices

OBJECTIVES

During this lesson, the student(s) will:

- Learn about various types of four-year colleges.
- Develop a list of preferences that might guide their postsecondary choices.
- Use these preferences to create a list of postsecondary options.

OVERVIEW

Students fill out a questionnaire about their four-year college interests and discuss their answers with a partner. As a class, they brainstorm the factors to consider when choosing a college to attend. They talk about different types of four-year college options, then visit the RUPrepareND.com's Choices Planner to find colleges that match their current interests.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Portfolio page 28, RUPrepareND.com's Choices Planner School Finder Results**
 - **Portfolio page 29, Your Search Criteria**
- Make arrangements for the class to use the computer lab, and make sure the RUPrepareND.com is accessible from students' computers.

VOCABULARY

Tuition: Fees paid for instruction, especially for postsecondary education.

Undergraduate: A student in a university or college who has not received his/her bachelor's degree.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher, but so is the aid that is offered.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Specialized College: A public or private school that prepares you for a career in a specific field. Examples include art, music, teaching, engineering, business, health science, and religion.

Financial Aid: Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

IMPLEMENTATION OPTIONS

In **Activity III, Colleges for Me: Choices Planner**, after discussing the questions/topics highlighted in the lesson, you may choose to allow your students to complete their School search independently. Once students have finished their survey, have them record their results on **Portfolio page 28, RUPrepareND.com's Choices Planner School Finder Results** and **Portfolio page 29, Your Search Criteria**. Then continue with the **Wrap Up** as written.

Note: In the **Activity III** discussion, North Dakota colleges are provided as examples. Facilitators working in other locations will need to reference colleges familiar to their students.

ACTIVITY STEPS

I. Warm Up: My Choices (10 minutes)

1. **SAY SOMETHING LIKE:** True or false: All four-year colleges are pretty much the same, so it doesn't really matter which one you choose. [Students respond.]

There are all kinds of four-year colleges to choose from and every one is different. Today we'll find out about some of those differences and what your own personal preferences might be.

2. [Have students turn to **Student Handbook page 65, My Choices**. Ask them to fill out the questionnaire. For the first question, which includes the choices "students very similar to me" and "different types of students," you may want to describe ways in which students could be similar (e.g., gender, race, socioeconomic group, personal interests and style).]
3. [After students have had a few minutes to fill out the worksheet, call time. Pair off students and have partners discuss their answers. Make sure they give reasons for each answer, touching on questions like: What personal experiences influenced your response? Did you have a specific college in mind? Was the question easy or hard to answer and why?]

II. Some Options (5 minutes)

1. **SAY SOMETHING LIKE:** **Postsecondary education** has a vocabulary all its own, so here are a few terms you should know.

Every state has its own university system, sometimes with a few colleges and universities. The state gives these schools a lot of funding, so if you live there or one of your parents does, the costs are fairly low. These are known as **public schools**.

You can also go to a state university outside your home state, but you'll have to pay higher prices that are more like the costs for a private school.

Private schools receive much less government support, so they have much higher **tuition**. But you shouldn't rule them out just because of the price tag. These schools often offer scholarships and different kinds of **financial aid**, which can help you pay the bills.

There are also **specialized colleges**, which can be public or private. A specialized college is a school that prepares you for a career in a specific field. Can anyone name one? (*agriculture, art, music, teaching, engineering, business, health science, and religion*)

So if you know what you want to do with your life, a specialized college might be the way to go.

III. Colleges for Me: RUReadyND.com (15 minutes)

1. **SAY SOMETHING LIKE:** RUReadyND.com’s Choices Planner is a great place to find colleges and universities that match your interests. Using the **School Finder** feature, you can answer a few questions on the site, and it’ll give you a list of schools with the things you’re looking for. So let’s sign in. [Note that students don’t need to rule out a school they’re interested in, just because it doesn’t appear on their list.]
2. [Have students sign in to RUReadyND.com]

[Ask them to select Choices Planner then click on the **Learn Tab** at the top of the page. They should then click on **School Finder**, and scroll down to the question, “What kind of program are you interested in taking?”, which is listed under Key Facts. Students should check off bachelor’s degree programs and associate’s degree programs before proceeding to the next section.]

Students can now select additional characteristics from the list of choices on this page and along the left side of the screen. As a class, walk the students through the list of characteristics one by one to be sure that they know what each characteristic means.

Discuss the following questions below before students select their answers:

- **LOCATION (Key Facts):** Tell students that they should consider the travel involved in going to schools far away from home. If students want to be able to go home for weekends, or for family members’ birthdays, they may prefer to stay within their region. This does not mean that students should be discouraged from looking at colleges outside of their state or region, but students need to think about the pros and cons of a school’s location. (Example, a student from Fargo who wants to stay closer to home should check off either the Midwest or just North Dakota.)
- **SCHOOL SIZE (Key Facts):** To give the students a frame of reference between a very large, a large, and a medium school, discuss each example for your region:
 - **Extra Small:**
 1. Sitting Bull College (ND): 284 Students

- **Small:**
 1. Dickinson State University (ND): 2,668 Students
 - **Medium:**
 1. University of South Dakota (SD): 7,220 Students
 - **Large:**
 1. North Dakota State University (ND): 11,977 Students
 - **Extra Large:**
 1. Illinois State University (IL): 18,314 Students
- **ENTRANCE DIFFICULTY (Admissions):** Students do not need to understand the specific difference between each level of admissions difficulty, but some examples may be helpful. A school like Harvard or Princeton would be considered a “most difficult” school. They are very competitive and generally only take students with extremely high grades. A school with a strong academic reputation like Grinnell College, Carleton College or Cleveland Institute of Music would be considered a “very difficult” school. If students seem unclear about which level to pick, tell them to select “doesn’t matter.”
 - **TUITION (Tuition and Costs):** Explain that financial aid can sometimes make an expensive school affordable, so for now, students don’t need to make a choice about tuition costs.
 - **PROGRAMS/MAJORS OFFERED (Programs/Majors):** If the students already know their favorite career cluster, they should click “Choose specific programs” next to the appropriate cluster. They can then choose the major that they are interested in. If a student is undecided about what major they want to study, tell them to skip it.
 - **SPECIAL ACADEMIC PROGRAMS (Programs/Majors):** Tell the students to skip this question unless they are familiar and interested in one of the options. For example, if a student knows that he wants to be in the ROTC: Air Force, then he should check that option.
 - **INTERCOLLEGIATE SPORTS (Sports):** Tell students that if they play a particular sport for a school or club team they should use the drop-down boxes to select that sport and their gender. They can skip selecting a Division and Scholarships Available. They do not need to select sports they enjoy watching.
 - **EXTRACURRICULAR ACTIVITIES (Campus Life):** Tell the students to skip this question unless they are familiar with and interested in one of the options. If a student is active in their theater department and wants to keep performing throughout high school and college, she should check off the drama/theater group box.

NOTE: If you are having your students complete the School Finder independently, tell them not to spend too much time on any question. They can always go back another time and revise their answers. Students can also choose to add any of the other characteristics listed, if time allows.

[When students have finished entering their criteria, ask them to click on **See Your List of Schools**. This button appears near the bottom of all of the criteria selection pages.]

[Show students how the following functions can be used.]

- To help remember what influences your choices, you can review your search criteria in the left column of the page.
- If a school that you hoped to see did not appear on the list, type the name of the school into the Search box in the upper right corner of the list.

IV. Wrap Up (5 minutes)

1. [Review the benefits of attending a four-year college as discussed in the previous lesson (campus experience, more varied and full education, path to a professional degree, preparation for a wider range of careers).]
2. **SAY SOMETHING LIKE:** If you wanted to find out more about the schools on your list, what could you do? (*Go to the school websites, talk to your school counselor about the school, plan a visit, and talk to adults you know who may have attended the school(s) you're interested in.*)
3. [Give students about 10 minutes to review and complete the questions. Once they have a list of schools, ask them to print them out or record them on **Portfolio page 28, RUPrepareND.com's Choices Planner School Finder Results**. Instruct the students to then look at their list of search criteria at the top of the page and ask them to print them out or record their search criteria on **Portfolio page 29, Your Search Criteria**. Students can print the search criteria and list of schools by clicking **Print This** in the upper right corner of the page.]
4. [Tell students to save this search by selecting Save Your Results at the top right of the page. They should enter a name for their search (for example, Local Nursing Programs or Large, Public Schools in North Dakota) and then click **Save**. They can review this search in the future by signing into RUPrepareND.com and Choices Planner and returning to the School Finder page.]

EXTENSION ACTIVITY

Encourage students to talk to a variety of adults they know (teachers, relatives, friends) about the four-year schools they attended. Explain that finding out what people liked and disliked most about their college experience is a great way to continue to learn about the options available.

My Choices

For each sentence, circle the choice that best describes your college preferences.

1. I would like to attend a college with:

students very similar to me

different types of students

2. I would like to go to college where I can:

live close to home

see new places

3. I would like to go to college in a:

small town

big city

4. In my studies, I'd like to:

specialize in one thing

learn about a variety of things

5. A school where you get a lot of personal attention in smaller classes is:

very important to me

not very important to me

6. A school known for its sports teams is:

very important to me

not at all important to me

What kind of colleges interest you? Use RUPrepareND.com to begin your search.



RUPrepareND.com Choices Planner School Finder Results

Use the RUPrepareND.com “School Finder” to find the undergraduate schools (two- and four-year colleges) that meet your needs. On each page, check the kinds of things you prefer — public or private school, big or small. The School Finder will create a list of possible schools.

Print out your list and put it in your portfolio, or copy your top choices here. An example has been done for you.

List **five schools** that were **exact** or **close to exact** matches:

Name of School	Type of School	City/State
<i>University of North Dakota</i>	<i>4-year</i>	<i>Grand Forks, ND</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

List additional schools that interest you. You may include schools that were not on your list.

(Do not include any schools listed above.)

6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

THE SCHOOL I AM RESEARCHING IS: _____

Your Search Criteria

To help you remember what influenced your choices, review your search criteria listed above your list of schools. Print out your list by clicking **Print This** in the upper right corner of the page and put it in your Portfolio, or copy your criteria below.

1. Location: (If you remember the region you selected, record just that name below.)

2. Program Type: _____

3. Public or Private: _____

4. Setting: _____

5. School Size: _____

6. Entrance Difficulty: _____

7. Tuition: _____

8. Program/Major: _____

9. Special Academic Program: _____

10. Sports: _____

11. Extracurricular Activities: _____

The Cost of College

The **BIG** Idea

- How much does college cost?

AGENDA

Approx. 45 minutes

- I. Warm Up: A Leg Up (10 minutes)
- II. RUReadyND.com: The College Variety Pack (10 minutes)
- III. Fees Please! (20 minutes)
- IV. Wrap Up: Cost Crunch? (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 66, Education & Earnings
- Student Handbook pages 67–69, Fees Please!
- Student Handbook pages 70–71, Education After High School Glossary II

☐ FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Directions for RUReadyND.com (optional)
- Facilitator Resource 3, Vocabulary Review: Definitions
- Facilitator Resource 4, Vocabulary Review: Key Words

OBJECTIVES

During this lesson, the student(s) will:

- Learn about the financial benefits of going to college.
- Learn that there are a wide variety of postsecondary school options available at a range of costs.

OVERVIEW

In this lesson, students brainstorm reasons to go and not to go to college. They look at and discuss a chart of average earnings based on education. In groups, they use the RUPrepareND.com's Choices Planner to investigate the costs of four different types of schools: tech/trade, community college, four-year public college or university, and four-year private college or university. Lastly, they review the results of their research as a class.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 66, Education & Earnings**
 - **Student Handbook pages 67–69, Fees Please!**
 - **Facilitator Resource 3, Vocabulary Review: Definitions**
- You will need to copy the following handouts:
 - a. **Facilitator Resource 4, Vocabulary Review: Key Words.** (Each pair of students will need one set of the nine vocabulary words. Cut the words out and place them in either an envelope or a plastic bag.)
 - b. **Facilitator Resource 2, Directions for RUPrepareND.com** (This resource is optional. If your students are proficient using RUPrepareND.com's Choices Planner, you may choose not to use this handout.)
- Make arrangements for the class to use the computer lab, and make sure RUPrepareND.com is accessible from students' computers.
- If computer access is a problem at your school, **make 30 school packets** containing the information listed below. You should include a mixture of tech/trade schools, community colleges, four-year public schools, and four-year private schools. You may choose to make one packet containing the information below for 30 different schools or you may choose to make multiple copies of the most popular schools. [Note: These packets include information needed for future lessons in this unit.]

[Note: You should print out pages from the school’s website that will enable students to answer these questions. You do NOT need to create a list of answers in advance.]

Information to be included:

- Admissions Information:
 - * What entrance exams (if any) are required? What is the minimum GPA?
 - * Is a personal essay required? Do students need to submit letters of recommendation? Any additional requirements?
 - Location/Campus:
 - * Where is the school located? Is it in an urban, rural, or suburban setting?
 - * Information about the campus, what a person might see in a walk around the campus.
 - Is the school public or private?
 - Financial Information: (for both in state and out of state)
 - * Tuition
 - * Room and board
 - * Other fees (health care, athletic facilities, transportation, etc.)
 - * Books
 - * Information on scholarships and/or financial aid
 - How many undergraduate students attend this school? What is the teacher-to-student ratio?
 - What kind of academic programs does the school have? What majors and/or programs is the school known for?
- Finding accurate information about tech and trade schools can be very challenging. RUPrepareND.com’s Choices Planner does not always have sufficient information about the tuition and fees for tech/trade schools.
- You may want to talk to your school counselor to ask for assistance in reaching out to tech/trade schools in your area. You may want to contact these schools to see if they’ll provide viewbooks and brochures for your students to look at during class.
- Consider how you will group students and assign schools in **Activity III, Fees Please!**

VOCABULARY

Postsecondary Education: Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

Community College: A postsecondary school that offers career training, or preparation for a four-year college.

Technical/Trade School: A postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Internship/Apprenticeship: A position in which a student or a recent graduate receives supervised practical training.

Tuition: Fees paid for instruction, especially for postsecondary education.

Room and Board: Fees paid for housing and meals.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher.

Public College or University: School partially funded by a state or local government, often called a state school or city college or university.

Financial Aid: Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

IMPLEMENTATION OPTIONS

DO NOW:

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

Questions:

1. Imagine you are a school counselor who is trying to convince an 11th grader to apply to college. List three reasons why this student should go to college.
2. Now imagine you're the 11th grade student. List three things that might prevent you from going to college.
3. In a few sentences, explain what you plan to do after you graduate from high school.

[Once the students have finished writing their answers, proceed with the Warm Up as written.]

In **Activity II, RUPrepareND.com: The College Variety Pack**, you may wish to give students a few minutes to use RUPrepareND.com's Choices Planner to find some schools that interest them. If you choose this option, please provide paper and the opportunity for students to add their ideas to their portfolio.

ACTIVITY STEPS

I. Warm Up: A Leg Up (10 minutes)

1. [Have students work in teams of four. Assign half the teams to brainstorm a list of reasons to go to college or technical school. The other half should list reasons *not* to go.]

[Bring the class back together and select two recorders to write the answers on chart paper, a “reasons to go” list and a “reasons not to go” list. Ask students to share their answers, alternating between a reason to go and a reason not to go.]

(EXAMPLES:

To go: make better money afterward, get a better education, have a more interesting career, meet new people.

Not to go: too expensive, don’t need it for the job they want, don’t have the grades, it’s too hard.)

[Since time does not permit a full discussion, save the lists for later use.]

2. **SAY SOMETHING LIKE:** Many people share your concerns about going to college. Sometimes when you have more information, college seems more possible. Today, we’ll find out a little more about the financial advantages of going to college, as well as how much college costs.

[Display **Student Handbook page 66, Education and Earnings** using an overhead projector or chart paper. Then refer students to this page in their student handbook. Briefly discuss the statistics.]

SAY SOMETHING LIKE: What exactly is meant by “mean annual earnings?” Who earns the most money? Who earns the least? Does some college make a difference? About how much more money does someone with a college degree earn than someone with a high school degree?

SAY SOMETHING LIKE: The rising costs of college might make you think twice about going, but it’s very important to remember that it’s an expense that pays off in the end. So how can you find out what college will cost? [Allow students to respond.] We’ll use the RUPrepareND.com’s Choices Planner to find out.

II. The College Variety Pack (10 minutes)

1. **SAY SOMETHING LIKE:** So, first let's find out what kinds of programs are out there that'll prepare you for different careers. Let's give this a name, **postsecondary education**. This includes anything you're going to do after high school to further your education. It could be a tech school, a two-year college, or a four-year college.

[Divide each group of four into two pairs. Give each pair an envelope with the cut-out vocabulary words (**Facilitator Resource 4, Vocabulary Review: Key Words**). Display **Facilitator Resource 3, Vocabulary Review: Definitions** using the overhead or chart paper. Explain to the students that you will read each definition aloud. Each pair will then identify the matching vocabulary word. Once pairs have chosen their word, they should raise it above their head. Scan the classroom to see each pair's selection, and then discuss the correct answer. When going over the correct answers, direct students' attention to **Student Handbook pages 70-71, Education After High School Glossary II**. This glossary should be referenced throughout the unit whenever vocabulary is reviewed or introduced.]

III. Fees Please! (20 minutes)

1. [Have students sign in to RUPrepareND.com, then select Choices Planner]
2. **SAY SOMETHING LIKE:** Now we're going to see what different colleges actually cost. Let's look at an example first:

Click on the **Learn** tab at the top of the page, then look for Find Schools By... Alphabetical List. This section allows you to search for individual schools by name or to search by letters of the alphabet.

If the school that you selected does not list their costs and fees, you will need to go directly to that school's website. The website for the school is listed at the top of the page. Once you reach the school's website, you will need to search for its tuition information.

Right now, I'd like you to find the link for North Dakota State University. Click on the school name, then click on the **Tuition & Costs** tab on the left-hand menu.

First off, let's review the terms on this page. Who can tell me what **tuition** is? [Allow students to respond.] What's **room and board**? [Allow students to respond.] Fees include things like health care, athletic facilities, campus security, and transportation.

North Dakota State University is a public school. Does anyone know the difference between a public school and a private school? [Allow students to respond, and then note **Vocabulary** definitions.]

As you see from the numbers, if you're a resident, meaning a student from North Dakota, your tuition will be lower. If you were from another state like Ohio or Florida and decided to attend North Dakota State University, you would pay the out-of-state price.

It is important to note that private colleges do not have a difference between their in-state and out-of-state price. This means that students who live in that state will pay the same tuition as a student who is from a different state.

[Note: *Some state schools offer discounted tuition to students who live close to their state border. The tuition is in between in-state and out-of-state tuition; this is commonly referred to as a "Metro Rate."*]

3. [Have each team investigate costs for all four types of schools, with a different student responsible for each type. Acknowledge that while RUPrepareND.com has many technical and trade schools listed in the database, the search for tech and trade schools is often more difficult. Ask for good researchers who are up to the challenge.

Point out the alternate ways of searching for tech/trade information on the first of the **Fees, Please!** pages.

- First try searching for your school. If you can't find the school, search for the career that is related to your program of interest. For example, if you are interested in a cosmetology program, search for "cosmetologist." Once you have found the career profile (Hairdresser/Cosmetologist), use the **Connections** button to find great stuff, like professional organizations with lists of accredited schools.
- If Choices Planner doesn't link to a program you're interested in, try doing a Google search using the school name.
- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.

Let students know that the info they're gathering will be shared with the class so that everybody has the big picture of college costs.]

4. [For their assigned school, have students record their findings on **Student Handbook pages 67-69, Fees Please!**. Review what's required before they begin.]
5. [When students have finished their research, discuss their findings as a class.]
 - Were they able to get enough information to compare costs?
 - What was the least expensive school, and what did that fee include?
 - What was the most expensive school, and what did that fee include?
 - What kinds of schools were generally cheapest?
 - What kinds of schools were generally most expensive?
 - How did in- and out-of-state tuitions compare, and in what types of schools did it make a difference?
6. [Have each student complete the Check-up Questions **Student Handbook page 69**. Then review the answers aloud as a class.]

IV. Wrap Up: Cost Crunch? (5 minutes)

1. **SAY SOMETHING LIKE:** Now that you have the facts about the cost of college, you might be wondering how you're going to pay for it. Don't panic!

Most students receive some kind of financial aid when they go to college, which is what we're going to talk about next week. Don't let the price tag put you off, college costs are more manageable than you think.

DO NOW

Education After High School 1: The Cost of College

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

Questions:

1. Imagine you are a school counselor who is trying to convince an 11th grader to go to college. List three reasons to go to college.

2. Now imagine you're the 11th grade student. List three things that might prevent you from going to college.

3. In a few sentences, explain what you plan to do after you graduate from high school.

Directions for RUReadyND.com

Fees Please!

1. Sign in to RUReadyND.com.

Portfolio Name: _____

Password: _____

2. Click on the **Learn Tab** on the main menu at the top.
3. Look for “Find Schools By...” and select Alphabetical List.
4. Select the letter that corresponds with the first letter in the name of the school you’d like to research.
5. Click on your school, then click on the **Tuition & Costs tab** on the left-hand menu.
6. If the school that you selected does not list their costs and fees, you will need to go directly to that school’s website. The website for the school is listed at the top of the page. Once you reach the school’s website, you will need to search for their tuition information.

VOCABULARY REVIEW: Definitions

1. Schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.
2. A postsecondary school that offers career training, or preparation for a four-year college.
3. A postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.
4. A position in which a student or a recent graduate receives supervised practical training.
5. Fees paid for instruction, especially for postsecondary education.
6. Fees paid for housing and meals.
7. School that receives only a small amount of ongoing government support.
8. School partially funded by a state or local government, often called a state school or city college/university.
9. Scholarships, grants, loans, and other assistance programs offered to students to help pay for tuition and other expenses while attending college.

VOCABULARY REVIEW: Key Words

**Postsecondary
Education**

Financial Aid

Room and Board

**Community
College**

**Private College
or University**

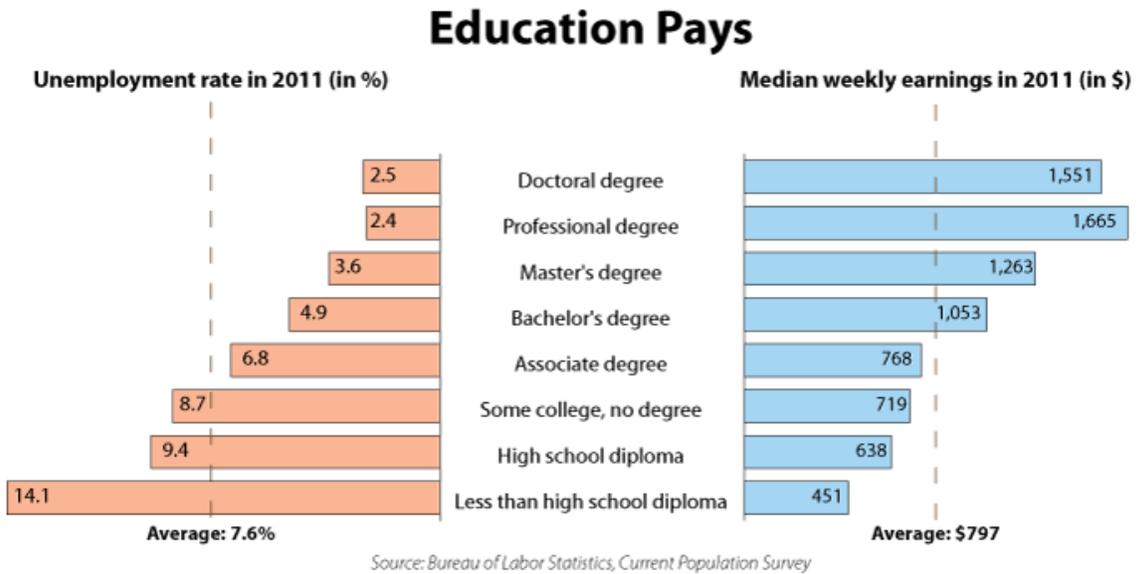
**Technical/Trade
School**

**Internship
or Apprenticeship**

**Public College
or University**

Tuition

U.S. Median Weekly Earnings by Education



Source: Bureau of Labor Statistics, Current Population Survey, 2011

Fees Please!

Use the RUPrepareND.com's Choices Planner and other college websites to find out how much college costs. If you're working in a group, each student should research a different kind of school.

Vocabulary:

- **Tuition:** Fees paid for instruction, especially for postsecondary education.
- **Room and Board:** Fees paid for housing and meals.
- **Private College or University:** School that receives only a small amount of ongoing government support; tuition is usually higher.
- **Public College or University:** School partially funded by a state or local government, often called a state school or city college/university.

1

Kind of school: Tech or trade		
Name of school: _____		
	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Note: It often takes a lot of digging to find accurate information about tech and trade schools. Here are some tips:

- First, try searching for your school or program on RUPrepareND.com. If it doesn't appear, search for your career on RUPrepareND.com. Use the **Connections** tab in the career profile to find great stuff, like professional organizations with lists of accredited schools.
- If RUPrepareND.com doesn't link to a program you're interested in, try doing a Google search using the school name.
- Follow up with your school counselor, who may already have materials from schools you're interested in.
- Try e-mailing or calling the school. They want to hear from prospective students, and will even mail materials to you at your home.

2

Kind of school: Community College (Two-year college)

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

3

Kind of school: Public Four-year college

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

4

Kind of school: Private Four-year college

Name of school: _____

	In-State	Out-of-State
Tuition		
Room/Board		
Books		
Fees		
TOTAL		

Check-up Questions:

The lowest total costs found by a member of my class were \$_____ per year.
This did/did not (circle one) include room and board.

The highest total costs found by a member of my class were \$_____ per year.
This did/did not (circle one) include room and board.

The least expensive school we found was a _____ (name type).

The most expensive school we found was a _____ (name type).

Don't be put off by the cost of college. You can get scholarships, grants, work-study jobs, and loans to help you pay. You can find scholarships using the Scholarship Finder in Choices Planner in RUPrepareND.com. You can learn about financial aid by selecting the "Learn" tab at the top of the page, then choosing Federal Financial Aid from the right-hand column.

Education After High School Glossary II

Class Ranking: A number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

Community College: A postsecondary school that offers career training, or preparation for a four-year college.

Credentials: Qualifications; evidence that a person can handle a particular task.

Entry-level Job: Job requiring little or no experience.

Financial Aid: Scholarships, grants, loans, and other assistance programs that help pay for tuition and other postsecondary school expenses.

GPA (Grade Point Average): The average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

Grant: Also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

High School Transcript: A record of the classes taken by a student in high school and the grades earned.

Internship/Apprenticeship: A position in which a student or a recent graduate receives supervised practical training.

Loan: Financial aid that must be repaid.

Postsecondary Education: Schooling after high school that includes apprenticeships, technical schools, community colleges, and four-year colleges.

Private College or University: School that receives only a small amount of ongoing government support; tuition is usually higher.

Public College or University: School partially funded by a state or local government, often called a state school or city college/university.

Reference: Person who can recommend you for a job based on what they know about your character or work habits.

Room and Board: Fees paid for housing and meals.

Scholarships: Funds for college distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Standardized Tests: Tests given to students in a similar setting under similar conditions in order to measure knowledge, skills, and abilities compared with other students.

Technical/Trade School: A postsecondary school that offers instruction and training in a skill or trade. Examples: plumbing or cosmetology.

Tuition: Fees paid for instruction, especially for postsecondary education.

Work-Study Program: Work-study is a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

Financial Aid

The **BIG** Idea

- What are some ways to help pay for college?

AGENDA

Approx. 45 minutes

- I. Warm Up: Dollars for College (5 minutes)
- II. Scholarships and Awards (15 minutes)
- III. Grants and Work Study (15 minutes)
- IV. Loans (5 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 72, College Scholarships Awarded
- Student Handbook page 73, Expected Family Contributions
- Student Handbook page 74, Financial Aid Menu
- Student Handbook pages 75–77, Scholarships and Awards
- Student Handbook page 78, Scholarship Scavenger Hunt
- Student Handbook page 79, Check-up Questions
- Student Handbook pages 80–81, Scholarship Research
- Student Handbook page 82, My Scholarships

OBJECTIVES

During this lesson, the student(s) will:

- Learn about the different kinds of financial aid available for college.
- Recognize that family income and assets determine how much financial aid you are eligible for and that even expensive schools may provide enough aid to make them a viable option.

OVERVIEW

In this lesson, students are introduced to four kinds of financial aid: scholarships/awards, grants, work-study, and student loans. The first three are free sources of money; the fourth must be paid back.

First, students use sample scholarships and awards from FastWeb to complete a quick Scholarship Scavenger Hunt. Next, the students look at several family scenarios to understand the role of expected family contributions in determining grant and work-study awards. Finally, they discuss the advantages and disadvantages of loans.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 73, Expected Family Contributions**
 - **Student Handbook page 74, Financial Aid Menu**
 - **Student Handbook page 79, Check-up Questions**
- Students may have financial aid questions beyond the scope of this lesson. For answers, please consult with your school counselor or refer to www.studentaid.ed.gov/guide.

VOCABULARY

Financial Aid: Any type of assistance used to pay college costs.

Grant: Also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Scholarship: Financial aid distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Loan: Financial aid that must be repaid.

Work-Study Program: Work-study is a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

IMPLEMENTATION OPTIONS

In **Activity II, Scholarships and Awards**, you may want to assign teams of students to work on **Student Handbook page 78, Scholarship Scavenger Hunt** together.

You may wish to contact your school counselor to figure out what local scholarships are available. You can then share this information with the students at the end of **Activity II, Scholarships and Awards**.

It's important to spend a few minutes on each type of financial aid, so feel free to abbreviate any of the Activity Steps in order to get to all four.

If you think your students will struggle to figure out the pros and cons of each type of aid on **Student Handbook page 79, Check-up Questions**, you may choose to complete these questions as a class.

ACTIVITY STEPS

I. Warm Up: Dollars for College (5 Minutes)

1. [As students enter the room, direct them to **Student Handbook page 72, College Scholarships Awarded**, and ask them to circle the best answer.]
2. **SAY SOMETHING LIKE:** How many of you were worried last week when you saw how expensive college can be? [Show of hands.] This week, we're going to put some of those worries to rest. Most students receive some kind of **financial aid**—money from outside the family—when they go to college. Financial aid comes in different forms, but its purpose is to help you get all the money together that you need for different college costs.

We'll talk about four different ways to help pay for college, and the advantages and disadvantages of each. But first, the answer to how our mystery couple helped pay for their college education. Izzy Bristow and John Dyer, 18-year-olds from Colorado, were the winners of the ninth annual Stuck at Prom® Scholarship Contest. More than 215 couples from 40 states and four Canadian provinces entered this competition. All of the contestants created the clothing they wore to their high school prom with duct tape. The sponsor of the scholarship was Duck Tape® brand duct tape. See www.stuckatprom for details.

II. Scholarships and Awards (15 minutes)

1. **SAY SOMETHING LIKE:** Can anyone think of other things a student might get a scholarship for? [Allow students to respond and list their answers on the overhead or board. Make sure to include the following areas: *outstanding grades or test scores; excellence in sports, music, art, science and other subjects.*]

SAY SOMETHING LIKE: People giving out scholarships aren't always just interested in great students and great athletes. Sometimes scholarships are given to students based on where they're from, their race or ethnicity, or even quirky things like left-handedness or being under 4' 10".

Scholarship Websites

In the old days, finding scholarships that matched your particular talents was pretty hit or miss. The Internet has changed that. You can use the **Scholarship Finder** in Choices Planner in RUReadyND.com to search for scholarships. You can also sign up

on websites like www.fastweb.com and www.collegeboard.com, and find a list of scholarships and awards that might work for you.

Privacy

These websites will ask you for lots of personal information, which is how they figure out which scholarships match your talents. It's a good idea to check their Privacy Policy to see with whom they share your info. There's usually a box to check to let them know that you don't want to hear from any of their advertisers.

What You'll Find

[Ask students to turn to **Student Handbook pages 75–77, Scholarships and Awards**. Call their attention to **Student Handbook page 78, Scholarship Scavenger Hunt**, which follows three pages of scholarship info, and read through the directions. Explain that they'll have seven minutes to come up with as many scholarships as they can, each suitable for a particular student.]

[When seven minutes have passed, bring the students back as a whole group and have them report on their findings.

- What was the weirdest scholarship they found?
- Which ones seemed like they'd be very competitive?
- Did they find any awards that they'd like to try for in the future?]

2. **SAY SOMETHING LIKE:** You'll notice that many of the scholarships and awards are highly competitive. For example, 12 Siemens Westinghouse prizes are given to the top math and science projects in the country each year. In 2010, 2,033 students submitted work for judging. If you're not at the top of your class in one of these subjects, this is not a realistic place to look for financial help.

Local scholarships (which may not appear on national websites like FastWeb) are often less competitive. Applying for them may be a better use of your time, and you can get more info from your school counselor.

III. Grants and Work-Study (15 minutes)

1. **SAY SOMETHING LIKE:** The best kind of financial aid is free money—you don't have to pay it back. Scholarships are one kind of free money.

There are two more "free" kinds of financial aid—**grants** and **work-study programs**. You don't have to have a special talent or enter a competition to get a grant or be part of a work-study program. Grants and work-study programs are based on need.

How do colleges tell if you need financial aid?

They ask your parents to fill out a Free Application for Federal Student Aid (the FAFSA). This happens in the middle of your senior year. The FAFSA asks for information about your family’s income to determine how much help they can afford to give you in paying for college. The amount your family can afford to pay, as calculated on the FAFSA, is called your **Expected Family Contribution (EFC)**.

3. [Direct students’ attention to **Student Handbook page 73, Expected Family Contributions**, for a look at how this determines how much grant money they may receive.]
4. **SAY SOMETHING LIKE:** Take a look at the family descriptions on the Family Contributions page. These are hypothetical situations; actual Expected Family Contributions (EFC) will be different based on the information given on the FAFSA. But these will give you a good basis to compare. If your family makes \$8,000 a year, how much will they be expected to contribute toward college? (*nothing*) 25,000 per year? (\$350) \$50,000? (\$5,000)

The government will give free college grants to students whose expected family contributions are low. You can use this money for school and you don’t have to pay it back.

If you have a low Expected Family Contribution (EFC), you’re also eligible for a work-study program. Work-study students work part time at the college to help pay for their expenses.

IV. Loans (5 minutes)

1. **SAY SOMETHING LIKE:** The fourth and final category of financial aid is student loans. How is this different from the “free money” available through scholarships and awards, grants, and work-study programs? (*You must pay this money back when you graduate. You will have to make mandatory payments, just like a car loan.*) What happens if you don’t graduate or if you accept a job after graduation where you don’t earn a lot of money? (*You still have to pay it back!*) Student loan payments can add up to hundreds of dollars a month—over the course of many years—so you should only use this option after all of your “free money” sources have been exhausted.

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** In 2010–11, undergraduate students received an average of \$12,455 in financial aid per full-time equivalent (FTE) student. This included \$6,539 in grant aid, \$4,907 in federal loans, and \$1,009 in a combination of tax credits and deductions and Federal Work Study (FWS).

[Write the above figures on the board.]

SAY SOMETHING LIKE: So, it's important not to let a high price tag discourage you from a school you really want to attend. About two-thirds of all students do not pay anywhere near the full costs of a college. It helps to know all your options before you make a decision.

There will be Roads to Success classes during your senior year to help you complete the paperwork you need to apply for financial aid. In the meantime, it's not too early to check out RUPrepareND.com, as well as the, FastWeb, College Board, and Scholarships.com websites to see what kinds of scholarships are available.

2. [Instruct students to turn to **Student Handbook page 79, Check-up Questions**. Give students two minutes to brainstorm possible pros and cons for each type of aid. After that time, discuss the pros and cons as a class.]
3. [Assign **Student Handbook pages 80–81, Scholarship Research** and **Student Handbook page 82, My Scholarships**, as homework. Be sure to go over the directions with the students, with particular attention to instructions on how to opt out of unwanted advertising.

NOTE: You may wish to provide incentives to those students who bring their completed homework to next week's class.

EXTENSION ACTIVITY

The FAFSA is available online at www.fafsa.ed.gov. If students are interested in finding out what their family's current approximate EFC is, they might consider asking a parent to help them complete forms available on the websites listed at the bottom of **Student Handbook page 72, College Scholarships Awarded**.

College Scholarships Awarded

DO NOW: Carefully consider the photo and circle the best explanation of why these students won big scholarship money.



In 2012, this couple won \$5,000 each to help pay for their college educations. What did they do to receive this money?

- Starred in their high school musical.
- Started an international project for peace.
- Designed the outfits they wore to prom out of Duck Tape® brand duct tape.
- Entertained kids at a local children’s hospital.

DO LATER: To look for scholarships that match your talents, use the Scholarship Finder in Choices Planner in RUReadyND.com or sign up at one of these sites:

- www.fastweb.com
- www.collegeboard.com
- www.scholarships.com

Note: Check the websites’ privacy policies to see who will have access to your info. Many websites of this type give you the option of “opting out” of receiving e-mail from advertisers.

For a preview of the **Free Application for Federal Student Aid**, visit www.fafsa.ed.gov.

For a calculator that estimates your family’s Expected Family Contribution, go to <http://studentaid.ed.gov/fafsa/estimate>, which was created by the federal government.

Expected Family Contributions

Family #1

Your mom works as a salesperson at a discount store when your little brother is at school. Your family income is \$8,000 a year.



Expected Family Contribution (per year): \$0

Family #2

Your dad makes \$10/hour on a road construction crew. Your mom makes extra money babysitting for the neighbor's kids. Your family income is \$25,000 a year.



Expected Family Contribution (per year): \$350

Family #3

Your mom works as a freelance writer. Your dad has his own computer-repair business. Your family income is \$50,000 a year.



Expected Family Contribution (per year): \$5,000

NOTE: *Expected Family Contributions are for comparison only. Actual EFCs depend on family assets, number of family members in college, etc.*



Financial Aid Menu



Scholarships and Awards

- Based on merit (things you're great at), not need.
- Free money for college that you don't have to pay back.
- Often very competitive.



Grants

- Provided by federal and state governments, as well as individual colleges.
- Free money for college that you don't have to pay back.
- Awarded to students with low Expected Family Contributions.
- Maximum amounts awarded change from year to year.
- Some higher-priced private colleges may offer bigger grants.



Work-Study

- Your college will find you a part-time job on campus.
- The pay you receive can be used to pay your college bills or personal expenses.
- Awarded to students with low Expected Family Contributions.



Loans

- When you've used other forms of Financial Aid and still need more money, a loan can make up the difference.
- **CAUTION:** Loans must be paid back after you graduate, and it often takes five, 10, or even more years to do this. You may want to avoid \$20,000 in debt (\$80,000 for four years of school) if there's a chance you won't be making a lot of money when you graduate.

Scholarships and Awards 1



Hundreds of scholarship opportunities suited to your talents and interests can be found by logging on and completing a personal profile on Choices Planner in RUPrepareND.com and other scholarship sites. In fact, you will find that all the sites have different lists of scholarships so searching in more than one location is recommended.

HBCU Connect Minority Student Scholarship

\$1,000 Awards for tuition at a Historically Black College or University such as Spelman or Tuskegee. Student must be African-American, Native American, or Hispanic American. An essay is required.

Girls Going Places Scholarship

\$3,000–\$10,000 15 scholarships for girls ages 12–18. An adult must write an essay about you that describes how you're taking steps towards financial independence, are developing a business sense, and making a difference in your community.

Bob East Scholarship Fund

Up to \$2,000 for students studying photojournalism for newspapers.

NASA Space Grant North Dakota Undergraduate Scholarship

\$500–\$750 Open to undergraduate students studying computer or information sciences, math, biology, geology or earth sciences, chemistry, or engineering.

Scholarships and Awards 2



Butterfly Award Grant

\$1,000 Five awards available for students at New York City Public High Schools who have been active in AIDS/HIV education and demonstrated leadership. You need two letters of recommendation and a personal statement.

Brown Aveda Institute Scholarship

\$7000–\$12,000 This award is for cosmetology (and esthology) students interested in attending the Brown Aveda Institute in Mentor, Ohio. You must meet their admissions requirements and complete an application, questionnaire, and essay to be eligible.

Future Teacher of America Scholarship

\$250 Two awards available to students in Grades 9–11 who are pursuing a career in education. Take an online quiz that tests your knowledge of core subjects important to teaching.

Frank O'Neill Memorial Scholarship

\$500 Two awards. Is there somebody in your life who's been a positive influence? If you're attending a university, college, trade school, technical institute, vocational training or other postsecondary education program, write an essay of 1,000 words or less describing this person's impact on you.

Holocaust Remembrance Project Essay Contest

\$2,500–\$10,000 30 awards. Open to students in the U.S. and Mexico, ages 19 and under. Write an essay of 1,200 words or less on the topic specified. First-place winners receive a trip to Washington, D.C., and scholarships of up to \$10,000.

Scholarships and Awards 3



Excellence in 3D Animation Award

\$100–\$1,000 Download free software and create an animated character, prop, set, or movie scene. Two contests/year.

McDonald's National Employee Scholarship

\$1,000–\$5,000 Are you a high school senior and a McDonald's employee? If you work at least 15 hours/week and have been there for at least four months, you're eligible to apply for this college scholarship. One \$1,000 winner/state, with a grand prize winner of \$5,000.

StraightForward Media and Communications Scholarship

\$500 It's easy to apply for this scholarship online. Just tell them your GPA, why you're studying media and communications, and how this scholarship will help you. Four winners per year.

Siemens Westinghouse Competition

\$1,000–\$100,000 A national competition for the best and brightest in math, science, and technology. Design a research project in mathematics, engineering, the biological and physical sciences, or a combination of these. Compete as an individual or as part of a team.

Drive Your Future Scholarship

\$2,500 This scholarship is available to high school seniors who plan to attend full-time college or a vocational school program. You must be the first generation in your family to attend college and have a 3.0 GPA or better. Sponsored by Mercedes-Benz.

Scholarship Scavenger Hunt

Use **Student Handbook pages 75–77, Scholarships and Awards 1–3** to find scholarships or awards in each category.

Each item describes a student. Next to the description, write a scholarship or award the student could apply for. An example has been done for you. Some categories may be eligible for multiple scholarships. You may list all scholarships that fit each category.

Making a Difference	
A girl improving her community	<i>Girls Going Places Scholarship</i>
A New York City student educating people about AIDS	
Career	
A future teacher	
A current fast-food employee	
Where You Want to Go to School	
Someone who wants to go to a historically black college	
Someone who wants to go to the Brown Aveda Institute	
Amazing Abilities	
A math or science whiz	
Somebody who can do animation	
A good writer	
Personal Challenges	
Being the first person in your family to attend college	

Check-up Questions

Directions: List one pro and one con for each kind of financial aid. The first one has been done for you.

Kind of Financial Aid	Pro	Con
Grants	Don't have to be paid back.	Usually based on financial need, so may not help people with high Expected Family Contributions.
Work-Study		
Scholarships and Awards		
Loans		

SCHOLARSHIP RESEARCH

Choose one of the scholarship searches below (though it's recommended you use RUPrepareND.com) to complete research on three scholarships.

DIRECTIONS FOR USING RUPrepareND.com

1. Type RUPrepareND.com in your browser's address space.
2. Sign in to RUPrepareND.com by entering your portfolio name and password in the spaces in the upper right corner of the screen. Select Choices Planner.
3. Click on the **Financial Aid Planning** tab and then on the **Find Scholarships** section.
4. Fill out the forms building your scholarship profile.
5. Once you have finished (you do not have to fill out each page but can get results after answering a few questions on the first page), click **View Matching Scholarships** at the bottom of the page and review the list of scholarships that you may apply for. Choose three that seem most interesting to you. If you do not have a large enough scholarship list, you can select a tab on the left to remove some of your profile information.
6. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING FAST WEB

1. In order to use FastWeb type www.fastweb.com into your browser's address space, then select Start Your Search.
2. This website will ask you for personal information, which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from FastWeb's sponsors.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING COLLEGE BOARD

1. In order to use College Board, type <https://bigfuture.collegeboard.org/scholarship-search> into your browser's address space.
2. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
3. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

DIRECTIONS FOR USING SCHOLARSHIPS.COM

1. In order to use Scholarships.com type www.scholarships.com into your browser's address space. You should click on the red button that says **Get Started Now**.
2. This website will ask you for personal information, which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. There is an option to check whether or not you want to receive promotional e-mails from Scholarships.com's sponsors or schools. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.
3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.
4. Fill out the chart on **Student Handbook page 82, My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

MY SCHOLARSHIPS

Name and amount of scholarship	Who is eligible?	Application process	How many scholarships will be awarded?	How well do I meet the qualifications?
McDonald's National Employee Scholarship \$1,000 \$5,000	High school seniors who work at McDonald's (15 hrs/week, 4 months)	Fill out application	50 \$1,000 prizes, one per state, one grand prize winner of \$5,000	

1. Has reading about your scholarship options made you more or less comfortable paying for college? Why?

2. What could you do to improve your chances of receiving a scholarship or financial aid?

Entrance Requirements

The **BIG** Idea

- How do colleges decide which students to admit?

AGENDA

Approx. 45 minutes

- I. Warm Up: College: The Right Stuff (10 minutes)
- II. RUPrepareND.com: What Schools Want (10 minutes)
- III. Graduation Requirements and College-Bound Courses (10 minutes)
- IV. Revising Your Four-Year Plan (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio page 3, My Four-Year Plan (from Setting Goals 2)

STUDENT HANDBOOK PAGES:

- Student Handbook page 83, What Schools Want
- Student Handbook page 84, Recommended High School Courses for College
- Student Handbook page 85, Questions for My School Counselor

- Sample packet of local school district's 10th grade course selection forms and information (e.g., background information on course selection process, student data form, listing of 10th grade courses with syllabus, course selection form, etc.)

OBJECTIVES

During this lesson, the student(s) will:

- List and discuss criteria colleges use to select candidates.
- Compare the entrance requirements of two four-year schools.
- Understand which courses are required for high school graduation in own state or district.
- Understand which courses are required or recommended by four-year colleges.
- Use the criteria above to select courses for 10th grade.

OVERVIEW

As a class, students list and discuss the general entrance requirements for most four-year colleges and universities. They use the Choices Planner in RUPrepareND.com to research the requirements for two schools in their state. Then, students will review the state or district requirements for graduation. Finally, they will use the criteria to revise the four-year plan they created earlier in the year.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 83, What Schools Want**
 - **Student Handbook page 84, Recommended High School Courses for College**
 - **Portfolio page 3, My Four-Year Plan**
- Make arrangements for the class to use the computer lab, and make sure the RUPrepareND.com is accessible from students' computers.
- For **Activity II, RUPrepareND.com: What Schools Want**, choose two colleges and/or universities in your state for students to research on the RUPrepareND.com. Choose schools that are accessible to students and have different kinds of profiles (for example, one public and one private). One of the schools should also have stricter entrance requirements.
- Copy **Portfolio page 30, My Four-Year Plan** (one per student). Students who make revisions to their four-year plan will need an extra handout. (Students may also prefer to make revisions on the original portfolio page, rather than recopying the entire page.)
- Since this lesson is designed to help students prepare for their meetings with the school counselor to select courses for the 10th grade, be sure to coordinate with the counselor to become better acquainted with the processes involved. You will need to identify and assemble necessary information and forms for your district to guide the course selection process for ninth graders choosing courses for the 10th grade. This packet of information should include:
 - district or state requirements for graduation
 - a listing of Grade 10 courses

- the course selection card or form, and
- any other information needed to help students and their parents understand the 10th grade course selection process.

In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson. The counselor can bring in official school forms for course selection, explain how to fill them out, and discuss the process involved in enrolling in selected classes.

VOCABULARY

High School Transcript: A record of the classes taken by a student in high school and the grades earned.

Standardized Tests: Tests given to students in a similar setting under similar conditions in order to measure knowledge, skills, and abilities compared with other students.

GPA (Grade Point Average): The average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

Class Ranking: A number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

IMPLEMENTATION OPTIONS

For **Activity II, RUPrepareND.com: What Schools Want**, if your class does not have access to computers, you can print out the information about school requirements from the RUPrepareND.com and/or the official websites of the two colleges you choose. (Create a class set of these documents rather than making copies for all students in the program.)

In **Activity IV, Revising Your Four-Year Plan**, if your school has an official course request form for students to complete, you may choose to have students complete it instead of writing their courses on **Portfolio page 3, My Four-Year Plan**. (A copy should be kept in their RTS portfolio.)

If you think your students will be interested in practicing some ACT questions, feel free to show some sample questions from testGEAR in RUPrepareND.com.

ACTIVITY STEPS

I. Warm Up: The Right Stuff (10 minutes)

1. **SAY SOMETHING LIKE:** What do you need to do to get into the college of your choice? Today we'll explore the requirements for different schools. Later in class we're going to look over the four-year plans you made earlier this year to help determine what classes you'll take next year.
2. [In the following activity, write all student answers in a list on the board under the heading "Admission Requirements."]
3. **SAY SOMETHING LIKE:** Some schools have open admissions policies that let most people in as long as they've graduated from high school or have a high school equivalency diploma. But for many colleges and universities, you'll need more. And the better your high school performance, the more choices you'll have.

What kinds of things will colleges be interested in finding out about you when you apply? [Allow students to respond.] What do you think is the most important thing a college wants to look at? (*your high school transcript*)

Who knows what this is? [See **Vocabulary**.]

Transcripts include your grade point average and your class rank. Does anyone know what a grade point average is? Class rank? [See **Vocabulary** when talking about grade point average; students should understand how letter grades correspond to a four-point scale, i.e., A=4.0, B=3.0, C=2.0, and D=1.0. Make sure students understand that GPA is cumulative starting in Grade 9.]

[Display the following information and chart on chart paper, an overhead or board. Walk the students through the **Sample Student Transcript** and model how to calculate the sample GPA. NOTE: If needed, check with your school counselor to make sure grades in your school are based on a four-point system. You may also want to investigate if honors courses are weighted differently.]

- A = 4 grade points
- B = 3 grade points
- C = 2 grade points
- D = 1 grade point
- F = 0 grade points

SAMPLE STUDENT TRANSCRIPT

COURSE	CREDIT HOURS	GRADE	GRADE POINTS
Biology	3	A (4.0)	12
English	3	C (2.0)	6
Math	3	B (3.0)	9
History	3	B (3.0)	9
French	3	C (2.0)	6
Art	3	A (4.0)	12

Total Number of Credits = 18**Total Grade Points = 54**

To calculate the student's GPA, the total grade points are divided by the total number of credits earned.

Total Grade Points/ Total Number of Credits = GPA

$$54/18 = 3.0 \text{ GPA}$$

[NOTE: If you think your students will be overwhelmed by practicing how to calculate GPA, you may choose to skip calculating the GPA.]

Class rank shows how you compare with your classmates. So, if a school requires students to be in the top half of their class, what does that mean in a class of 200 kids? (*that you'd have to be ranked in the first 100*)

For example, a student might be first in his class, 25th in his class, or 200th in his class. A student who is first in his class has better grades than the student who is 200th.

Also on your transcript, most four-year colleges want to see that you've taken at least the following courses: [List these separately on the board.]

English: four years

Math: three to four years

Science: three years

Social Studies: three years

Foreign Language: two to four years

- SAY SOMETHING LIKE:** Besides looking at your transcript, colleges also want to see your standardized test scores. Colleges use tests like the SAT and the ACT so they can compare all students using the same standards. These aren't the kinds of tests you study for in the sense that you're supposed to know certain facts or formulas. But it helps to be familiar with the kinds of questions they ask and to know some strategies for doing well. Some students actually take prep courses or

practice exams to get ready. Next year, you're going to learn some strategies for taking these tests.

The SAT has three parts: critical reading, math, and writing. There are 800 points possible in each part. (Hardly anyone gets a perfect score.) The ACT has a total of 36 possible points. The ACT has five parts to it: English, Math, Reading, Writing, and Science.

How many points does a school require to get in? (*This varies, and while there are suggested guidelines, an applicant with some other outstanding quality might be admitted with less than ideal scores.*)

II. RUPrepareND.com: What Schools Want (15 minutes)

1. **SAY SOMETHING LIKE:** Some colleges are very competitive—lots of students applying for the same spots—kind of like trying out for sports. These schools can be very choosy about which students they admit. But not every school is hard to get into. It's important to find a school that's a good match for your skills. If you're a good student, you'll have more choices.

Finding out about a school's specific requirements is a good first step. What are some of the ways you could do that? (*ask a school counselor, go to school website, phone school admissions office, look in Choices Planner in RUPrepareND.com.*)

RUPrepareND.com is a great place to start. Let's take a look.

2. [Have the class sign on to RUPrepareND.com.]
3. **SAY SOMETHING LIKE:** Today, we'll research the requirements for two schools.
4. [On the board, write the names of the two schools you chose for students to research (see **Preparation**). Have students follow along with the instructions below.]

SAY SOMETHING LIKE: To find out the requirements for these schools or any school, first:

Click on the **Learn** tab on the top of the page, and then select Alphabetical List under "Find Schools By."

Select the letter that corresponds to the first letter of the school name.

Click on the school name, which brings you to the **School Profile** page.

Now, click on the **Admissions** tab in the left-hand menu (Note: not all schools have an Admissions page.)

Using the information on this page, complete the information on **Student Handbook page 83, What Schools Want**.

When you're finished, follow the same procedure to find out the requirements for (*name of second school*), and fill out this information on the worksheet, too.

5. [Give students five or so minutes to fill out their worksheets. Afterwards, lead a discussion with the following questions:
 - What were the requirements for each school?
 - How were the requirements different?
 - Did one ask for more than the other?
 - What did they require in addition to grades and standardized tests?]

III. Graduation Requirements and College-Bound Courses (10 minutes)

1. [Instruct students to turn to **Portfolio page 3, My Four-Year Plan**. Remind students that they filled this out at the beginning of the year during the Goal Setting Unit. Have the students remove this page from their binder so they can refer to it throughout the rest of the lesson.]
2. **SAY SOMETHING LIKE:** Earlier in the year, you created a four-year plan to help keep you on track for your high school graduation. Before you leave today, you will create a preliminary list of your 10th grade courses. You'll have the opportunity to review these choices with your school counselor before you make your final schedule.

But first we're going to take a look at what's required in our district/state.
3. [Hand out the list of district/state requirements for graduation, and show a copy on a projector. Review the credits for each subject required by your district/state.]
4. **SAY SOMETHING LIKE:** The next thing you'll want to consider when choosing classes are the requirements and recommendations for college. Now, this is important to

everyone, even if you're not planning to go to college. You might decide later on that you want to attend. Now is the best time to take college prep courses — while it costs you nothing and school is your main responsibility.

5. **SAY SOMETHING LIKE:** Let's take a look at the courses that are recommended by most colleges. Please turn to your **Student Handbook page 84, Recommended High School Courses for College**. [Show a copy on a projector and review the recommendations.]

Keep in mind that these are general recommendations. You'll want to check with the colleges you're applying to for their requirements. [See **Implementation Options** for a recommended website on which to find this information.]

6. **SAY SOMETHING LIKE:** You'll also note that Advanced Placement courses are at the bottom of this list. These are challenging courses that give you an opportunity to earn college credit. These courses are usually taken during senior year. To earn credit, you must successfully complete an AP exam at the end of the course. Keep in mind that AP classes are not required for college admission, but are highly recommended. Not only do they give you a head start in college, they also improve your chances of admission. After all, if you can successfully complete an AP course, you've already proven to a college that you are willing and able to succeed in more challenging courses.

IV. Revising Your Four-Year Plan (10 minutes)

1. **SAY SOMETHING LIKE:** Now that we've reviewed some of the most important criteria for choosing courses, it's time to take a first pass at making your own choices. You will be choosing courses from this list of course offerings for next year. [Hand out copies of this list, obtained from your own school or district, and display a copy on the overhead projector.]
2. You'll share these choices with the school counselor when you make your final schedule.
3. **SAY SOMETHING LIKE:** Please turn to your **Portfolio page 3, My Four-Year Plan**. You will have 10 minutes to make any revisions to your four-year plan. The classes in your 10th grade column will be a preliminary list of your 10th grade courses. When you are revising your plan, think about how you are doing in your classes this year. If you know you are in danger of failing a class, you will most likely need to retake it next year. Remember this is not your final schedule.

4. [Give students about 10 minutes for this step. Pass out one copy of **Portfolio page 30, My Four-Year Plan** to each student. Walk around the classroom to answer questions they may have as they make their selections.]

V. Wrap Up (5 minutes)

1. [Have students turn to their **Student Handbook page 85, Questions for My School Counselor.**] Give students a few minutes to write down any questions they had as they were making their course selections. Collect these question sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor plan for the one-on-one course sessions with the students.
2. **SAY SOMETHING LIKE:** Remember, the courses you selected today aren't set in stone. Over the next day or two, think about the ones you chose today. Which ones are you most excited about? Are you still wondering about any courses that aren't on your list? Add these thoughts and questions to the list you just started and share these with your guidance counselor.
3. **SAY SOMETHING LIKE:** Great job today, everyone. Next week, we're going to talk more about how your high school activities and work experience can help you stand out in your college and job applications.

What Schools Want

Fill in each school's application requirements below.

1) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants. If either SAT or ACT is required, circle both.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

2) NAME OF COLLEGE/UNIVERSITY _____

Entrance Exams?

(Circle those required and list the average score(s) of applicants.)

- SAT _____
- ACT _____
- None required

Grade Point Average? _____

Written essay or personal statement? _____

Letter(s) of recommendation? _____

Additional Requirements _____

RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Credits Required	Sample Recommended Courses
Math	4	Algebra, Geometry, Algebra II, Pre-Calculus, Calculus
Science	3	Earth Science, Life Science, Biology, Chemistry, Applied Physics
English/Language Arts	4	Language Arts I–IV or English I–IV
Social Studies	3	State History, World History, Civics, US History, Economics, Political Science
Foreign Language	0	Spanish I–IV, French I–IV (Check with the college; some require two years of the same language.)
Arts	0.5	Any Class from the Fine Arts Area
Health and Physical Education	2	Classes from the Health and Physical Education Area
Technology	0.5	Information Technology Applications (or other courses available at your school)
Electives	3	Select from courses available at your school.
Advanced Placement (AP) Courses	See your school counselor to learn what AP classes are available at your school.	Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered.

QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the guidance counselor. Write your questions below.

1. _____

2. _____

3. _____

4. _____

5. _____

MY FOUR-YEAR PLAN

SUBJECT	Courses Taken/Planned			
	Ninth	10th	11th	12th
1. Math				
2. Science				
3. English/Language Arts				
4. Social Studies				
5. Foreign Language				
6. Arts				
7. Health and Physical Education				
8. Technology				
9. Electives				
10. Advanced Placement (AP) Courses				

Building Credentials

The **BIG** Idea

- What do my high school activities tell college admissions officers/ employers about me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Before They Were Famous (10 minutes)
- II. Standing Out (10 minutes)
- III. You're Hired! (15 minutes)
- IV. Wrap Up: Building Credentials Now (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio page 31, Certificate of Participation
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 86, You're Hired!
 - Student Handbook page 87, Tips for Building Credentials
 - Student Handbook page 88, Activities Checklist
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW
 - Facilitator Resource 2, Before They Were Famous, (optional copy for each student following the game)
- Credentials reference guide (See **Preparation**)
- Celebrity photographs for warm up activity, with tape for posting

OBJECTIVES

During this lesson, the student(s) will:

- Know that early work experiences, including volunteerism and extracurricular activities, give access to later opportunities (including careers and college).
- Realize that employers hiring for entry-level jobs may rely on volunteer work and extracurricular activities to distinguish between candidates.
- Begin a record of his/her credentials (academic, extracurricular, volunteering).

OVERVIEW

In this lesson, students are introduced to the idea of building credentials as a way to show who they are and what they can do—with both future employers and college admissions officers in mind. As a warm up, they guess which celebrities held which first (or early) jobs. (Who knew that LL Cool J once had a paper route, or that Brad Pitt dressed in a chicken costume to attract customers to a fast-food restaurant?) Students discuss what employers are looking for, and use a checklist to identify past activities that qualify as “credentials.” Next, they examine the credentials of three high school students and determine who they’d hire to work at an ice cream shop. Finally, they begin a credentials file of their own by bringing in evidence of their own extracurricular activities.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 87, Tips for Building Credentials**
 - **Facilitator Resource 2, Before They Were Famous**
- Gather photos of five of the celebrities listed in **Facilitator Resource 2, Before They Were Famous**. These photos can be easily printed from the Internet, or photocopied from books or magazines at the library. (NOTE: If you happen to know about the early jobs of those celebrities who are popular with students in your area, feel free to substitute other celebrities for those listed below. Also, please make sure to include celebrities that are diverse demographically—both males and females, various races.)
- Create a reference guide to local volunteer and work opportunities as well as after-school activities so that you can offer students concrete suggestions for building credentials.

BACKGROUND INFORMATION

It's important for students to realize that the activities they participate in today can be assets when they apply for their first jobs in a year or two.

VOCABULARY

Entry-level Job: A job requiring little or no experience

Credentials: Qualifications; evidence that a person can handle a particular task.

Reference: A person who can recommend you for a job based on what they know about your character or work habits.

IMPLEMENTATION OPTIONS

DO NOW:

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

Directions: *How did they get their start? Match the name of each celebrity with his early job.*

Celebrity

1. _____ Madonna
2. _____ Chris Rock
3. _____ Brad Pitt
4. _____ Garth Brooks
5. _____ Jennifer Aniston

Early Job

- a. Boot salesman
- b. Worked at a Red Lobster restaurant
- c. Dunkin' Donuts counterperson
- d. Waitress
- e. Dressed in a chicken costume for a fast-food restaurant

[After they have completed their answers, begin with the **Warm Up** as written. You may wish to use photos of the celebrities listed here for the **Warm Up** activity.]

Once you've finished playing the game, you may wish to distribute copies of **Facilitator Resource 2, Before They Were Famous**, for students to share with their families and friends.

For **Activity III, You're Hired!**, you might want to have students form small groups to consider the "You're Hired!" applicants, explaining their choices in a whole-class discussion afterward.

In **Activity IV, Wrap Up: Building Credentials Now**, you may choose the following adaptations for **Student Handbook page 87, Tips for Building Credentials**:

- Assign students to small groups. Each small group is responsible for reading one of the three sections and reporting their findings to the class.
- Give each student a highlighter and ask him/her to highlight three tips or sentences that he/she finds interesting or relevant.
- Students can create an action plan where they write down two concrete steps they plan to take to build their credentials. This can be written on an index card and collected at the end of class.

ACTIVITY STEPS

I. Warm Up: Before They Were Famous (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about academic entrance requirements for college. This week, we'll talk about ways you can demonstrate to colleges and employers that you're a responsible and capable person.

SAY SOMETHING LIKE: Everyone has to start somewhere. Your first job may be far from your final career goal. But your first job often helps convince your next employer that you're a good worker and someone worth hiring. If your first job is related to your career goal, that's even better.

How many of you dream about being famous one day?

[Many hands will go up.]

Well, you're in luck. It's time to play "Before They Were Famous." It's a game in which you try to figure out the first jobs of some well-known people.

[One at a time, hold up each celebrity's picture and ask students to identify who the person is, and his/her claim to fame. Once the celebrity is correctly identified, tape his/her photo to the wall.]

2. **SAY SOMETHING LIKE:** None of these stars started off in the big-time. When they were younger, they all began with much less glamorous jobs that certainly didn't come with huge paychecks. For example, one of these famous people once worked behind the counter at Dunkin' Donuts. Which celebrity was it?

[Point to each of the celebrity photos and ask students to raise their hands if they think the celebrity was the person who worked behind the counter at Dunkin' Donuts. After tallying the votes, and announcing the results, tell the group that Madonna was a former Dunkin' Donuts counter person.]

3. [List the remaining first jobs on the board and repeat the voting process for the other four celebrities you selected. NOTE: Make sure to list the jobs out of order to make this game more challenging.]

SAY SOMETHING LIKE: Did you find any of these first jobs surprising? Do you happen to know about the first jobs of other celebrities?

[Encourage brief discussion.]

Next, we'll take a look at some of the things people do to get their first jobs.

II. Standing Out (10 minutes)

1. **SAY SOMETHING LIKE:** Many **entry-level jobs**—like the ones at [store names in your area—e.g., McDonald's, the Gap, or a drug store] require you to fill out a job application form. These forms always include a “work experience” section and a “reference” section.
2. **SAY SOMETHING LIKE:** So, what do you do if you don't have any work experience? Are you sunk? Or are there still ways you could impress a potential employer? [Allow students to respond.]

Don't worry, even if you have never held a job, you can still start gathering credentials. One of the best parts of an entry-level job is that an employer will usually teach you the specific skills needed to do the job. A McDonald's supervisor, for example, doesn't assume that you know how to ring up an order. Learning how to operate machinery such as a cash register, a cappuccino machine, or a price-tag gun doesn't take much time.

[If you feel comfortable, you may wish to discuss your first job experience. You can discuss what skills and behaviors you needed to demonstrate to get that job and how that experience better prepared you for future jobs/school.]

So, what are employers REALLY looking for when they hire new employees?

[Allow a brief discussion, adding the following examples if students don't come up with them on their own:

- Will you show up on time?
- Do you look presentable and friendly?
- Do you get along well with others?
- Can you be trusted with handling the business's money?
- Are you a hard worker?
- Can you act professionally and responsibly?
- How good are you at solving problems that come up?]

3. **SAY SOMETHING LIKE:** Employers will want you to provide evidence that you've demonstrated these behaviors and skills before. This evidence is known as your credentials. Credentials are proof that you've already demonstrated the kinds of skills

and behaviors that ALL employers are looking for in the people they hire, working hard, learning quickly, being trustworthy, cooperating with others, showing up on time, and so on.

SAY SOMETHING LIKE: Employers aren't the only ones impressed with credentials. If you are interested in applying to college, you will be asked many of the same questions about your experiences and interests.

[Refer students to **Student Handbook page 88, Activities Checklist**. Explain that this list includes a range of activities that can demonstrate responsibility and teamwork to both employers and colleges. Ask them to check all that apply to their lives and add any others that aren't already listed.]

III. You're Hired! (10 minutes)

1. **SAY SOMETHING LIKE:** It's time to play a game called "You're Hired!" In this game, you are going to pretend that you are an employer.

Let's imagine it's springtime, and you are the manager of the "I Scream for Ice Cream" ice cream shop. You're getting ready for the summer crowds by hiring some teens to work the counter. In July and August your store is wildly popular, with more than 200 customers an hour! You're looking for someone who can get along well with lots of different kinds of people, works quickly and efficiently, has good organizational skills, shows up on time, and can even cool off people's tempers when the lines wind around the block.

You have just interviewed three possible candidates for the job: Will, Sandra, and Ian. Let's look at their credentials together.

2. [Refer students to **Student Handbook page 86, You're Hired!** and lead a group discussion about each of the candidates.]

SAY SOMETHING LIKE: Will, Sandra, and Ian have a lot going for them. During middle school and the first two years of high school, they were very busy building their credentials. This makes them very appealing to employers.

Do you think Will would be a strong candidate to choose for a job behind the ice cream counter? Why or why not? Which of his credentials might make him a good scooper at your store? What do the kinds of activities that Will has chosen tell you about him?

[Allow an open-ended discussion. Encourage students to refer to Will's specific credentials. Review Sandra and Ian's credentials in the same way. Have the students take a vote on which of the three candidates, Will, Sandra, or Ian, they would hire if they were the manager of the ice cream shop. Ask what jobs the candidates who aren't chosen might be better suited for.]

IV. Wrap Up: Building Credentials Now (10 minutes)

1. **SAY SOMETHING LIKE:** Some of you might be wondering how you can build your own credentials. Please turn to **Student Handbook page 87, Tips for Building Credentials**, for some ideas about how to get started.

[Review suggestions with the students.]

2. **SAY SOMETHING LIKE:** For next week, I'd like you to start building your own credentials file. Please bring a document that gives evidence of something you've done this year that contributes to your school or community.

Look back at **Student Handbook page 88, Activities Checklist**, for ideas about what to bring in. It could be the program from a play, a team photo, or a note from an adult in a program where you volunteer.

Please turn to **Portfolio page 30, Certificate of Participation**, for a form that an adult sponsor or coach can use to certify your participation. If you use this form, you can make the adult's job easier by filling in all the blanks except for their signature and contact information at the bottom of the page.

[Remind students of the reward you've designated for completed homework.]

<!-- DELETE THIS PAGE?-->SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist**.

Have students complete the skills checklist questions for Education After High School skills.

Education After High School

I can...

List the pros and cons of at least two kinds of postsecondary education.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare the costs of different colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe some of the kinds of financial aid you can use to help pay college expenses.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research the entrance requirements of colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify high school courses that fit my college and career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Participate in extracurricular activities, volunteer work, or part-time jobs that will help me when I apply for college or a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

DO NOW

Education After High School 4: Building Credentials

Directions: How did they get their start? Match the name of each celebrity with his or her early job.

Celebrity	Early Job
1. _____ Madonna	a. Boot salesman
2. _____ Chris Rock	b. Worked at a Red Lobster restaurant
3. _____ Brad Pitt	c. Dunkin' Donuts counterperson
4. _____ Garth Brooks	d. Waitress
5. _____ Jennifer Aniston	e. Dressed in a chicken costume for a fast-food restaurant



Before They Were Famous

Celebrity	Early Job
Madonna, singer	Dunkin' Donuts counterperson
Jerry Seinfeld, comedian	Sold light bulbs over the phone
Oprah Winfrey, talk show host	Worked at a Nashville radio station while in high school
David Letterman, talk show host	Checkout bagger at local supermarket
LL Cool J, singer	Delivered newspapers by bicycle
Chris Rock, comedian	Worked at a Red Lobster restaurant
Jennifer Aniston, actress	Waitress
Garth Brooks, singer	Boot salesman
Dennis Rodman, basketball player	Camp counselor
Avril Lavigne, singer	Mowed neighbors' lawns at age 12
Nelly, singer	Unloaded trucks for UPS
John Mayer, singer	Gas station attendant
Tommy Hilfiger, designer	Sold clothes from the trunk of his car; also a lifeguard
Johnny Depp, actor	Sold pens by phone
Taye Diggs, actor	Worked at a pizza place in NYC
Jack Nicholson, actor	Lifeguard and theater usher
Sammy Sosa, baseball player	Sold orange juice and shined shoes
Ellen Degeneris, talk show host	Shucked oysters and sold vacuums
Michael Dell, CEO Dell comp.	Dishwasher at Chinese restaurant
Stephen King, novelist	School janitor
Bill Murray, actor	Sold chestnuts outside a grocery store
Robin Williams, comedian/actor	Street mime
Brad Pitt, actor	Moved refrigerators; dressed in a chicken costume for a fast-food restaurant



You're Hired!

Imagine that you are the manager of the local ice cream shop. Which of these three job applicants would you hire? Why? Write your answers below.

WILL, AGE 16

- Worked as babysitter for a family in the neighborhood
- Volunteers for Meals on Wheels (delivers meals to people who are unable to leave their home)
- Friends say he's an "organization freak" and he loves to help his friends organize their lockers and bedrooms
- Helped tutor younger kids in math at a local after-school program

SANDRA, AGE 16

- Volunteered at local hospital once/week with church group, helps bring around dogs to cheer up patients
- Writes movie reviews and articles for the school newspaper
- Acts in school musicals
- Enjoys helping her dad cook meals for her whole family (that's 10 people in all)
- Worked as a junior counselor at the camp she went to as a kid

IAN, AGE 16

- Loves gaming, and has mastered all the levels of Madden NFL
- Known in his school for having a great sense of humor
- Draws cartoons for the school yearbook
- Can figure out any techno gadget with little effort

Your Recommendations:

Who gets the job?

I would hire _____ because _____

_____.

What jobs would you suggest for the other two applicants?

I think _____ would be good at _____
because _____
_____.

I think _____ would be good at _____
because _____
_____.

Tips for Building Credentials

Keep track.

- Start to keep a Credentials Notebook. Make a list of all the names and phone numbers of anyone you've worked for, even if it's babysitting or shoveling snow. This becomes your list of "satisfied customers" who can become references later on.
- In your Credentials Notebook, write down any sports or after-school clubs that you participate in, and what skills, talents, or knowledge you've learned from them. Your coach or advisor is a good person to recommend you for future work.
- Don't try to do everything at once. Being an expert in one area, such as computers or theater, can be as valuable as knowing a little about a lot of things.

Volunteer some time.

- To get ideas of where to volunteer, figure out the kinds of activities you like best. Do you prefer working with older people or younger people? Outdoors or inside? In groups or alone? Do you like office work or physical labor? And so on.
- Don't be afraid to try something outside your usual interests. Volunteering is a good way to discover hidden talents. It's also a good way to figure out what you don't want to do in your future career!
- When volunteering, remember that people with the least experience sometimes have to do the least exciting jobs. Be patient and remember that everybody has to start somewhere. Learn everything you can, and show that you're ready for new challenges.

Think ahead.

- Next time you're in the kind of store you might like to work in some day, ask if they have any entry-level jobs, and find out how old you have to be to apply for them.
- You don't have to wait until you're old enough for businesses to hire you. Think of ways that you might make money helping neighbors and friends—like babysitting, mowing lawns, shoveling snow, walking dogs, etc.

Colleges and employers want to know what you like and how you contribute to the world. Use this page to tell them.



Activities Checklist

Check all the activities that apply to your life. Add any that are not listed.

<input type="checkbox"/> Sports Team	<input type="checkbox"/> Political Campaign
<input type="checkbox"/> School Club	<input type="checkbox"/> Mentoring Program
<input type="checkbox"/> Band	<input type="checkbox"/> Volunteer Program
<input type="checkbox"/> Choir	<input type="checkbox"/> Part-Time Job
<input type="checkbox"/> Musical Instrument	<input type="checkbox"/> Help Family or Community Member
<input type="checkbox"/> Art	<input type="checkbox"/> Academic Competition
<input type="checkbox"/> School Play	OTHER
<input type="checkbox"/> School Newspaper	<input type="checkbox"/> _____
<input type="checkbox"/> Youth Group at Place of Worship	<input type="checkbox"/> _____
<input type="checkbox"/> Scouts	<input type="checkbox"/> _____
<input type="checkbox"/> Special School Project	<input type="checkbox"/> _____
<input type="checkbox"/> Babysit	<input type="checkbox"/> _____

Use this form to certify your participation in a school or community activity. Ask an adult sponsor or coach to sign.



CERTIFICATE OF PARTICIPATION

Date: _____

To Whom It May Concern:

I certify that _____ (name of student) has
participated in _____ (name of club or activity)
from _____ (start date) to _____ (end date).

Please don't hesitate to contact me should you have any questions about this student's participation.

Sincerely,

Signature of Adult Sponsor or Coach:

Printed Name of Adult Sponsor or Coach:

Contact phone number or e-mail:

This page intentionally left blank.

FINDING A JOB

Lesson Descriptions

Finding a Job 1: Jobs for Teens

What kinds of jobs are available for people my age?

Finding a Job 2: Completing Applications

What information do I need to complete a job application?

Finding a Job 3: Interview Basics

How can I prepare for a job interview?

Finding a Job 4: Interview Practice

How can I improve my interviewing skills?

Finding a Job 5: Workplace Responsibilities

What are my responsibilities as an employee?

Finding a Job 6: Workplace Rights

What are my rights as an employee?

PLANNING PYRAMID

GRADE 9, Unit 6, Finding a Job



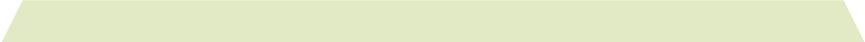
Some Students Will:

- Interview an adult about his/her first job.
- Be able to consider workplace situations from an employer's perspective.



Most Students Will:

- Understand general terms and categories found on a standard job application.
- Identify their workplace skills that would be useful in typical entry-level jobs.
- Supply appropriate answers to standard interview questions.
- Prepare questions to ask the employer during an interview.
- Evaluate interview performance.
- Apply knowledge of employee's rights and responsibilities to workplace scenarios.



All Students Will:

- Know the kinds of businesses that typically hire teens, and identify some local examples.
- Understand that the government restricts the number of hours and types of jobs people under 18 can work.
- Recognize appropriate behavior when requesting a job application.
- Create a data sheet to assist in filling out a job application.
- Know what to wear and how to behave during an interview.
- Know what kinds of questions employers ask during an interview.
- List workplace behaviors expected by employers.
- Recognize some of their rights as employees.

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

For more info, visit www.roadstosuccess.org.

Did you know?

In a government study of teens working from 1994-1997:

- More than half of all 14-year-olds and 60% of 15-year-olds worked, most at freelance jobs like babysitting and yard work.
- 16- and 17-year-olds who worked fewer than 20 hours a week were more likely to go to college than students who didn't work at all. (It's not clear whether work experience effects achievement or whether go-getter students get the jobs.)

Teens Working

Is your son or daughter thinking about a part-time or summer job? Here are some things to consider:

The Good

Working can help young people feel responsible and independent. They can gain skills that will be useful as they move up in the world: problem-solving, punctuality, and pride in a job well done. If students do good work, employers can provide references when they move on to college or full-time jobs. Earning money can also give teens experience with budgeting and prioritizing wants and needs.

The Bad

Balancing work, friendships, school, and family can be stressful. Students who work long hours (more than 15 or 20 hours per week) get poorer grades than those who work fewer hours.



Health and Safety

U.S. law limits the kinds of jobs students can hold and the hours students can work—no more than 3 hours on a school day or 18 hours during a school week for students under 16.

Talk to your teens about ways to deal with unsafe work situations. (See Resources for help.)

Ways to Help

Attitude is everything! Here are some ideas for coaching your teen through tough work assignments:

1. Your effort is valuable.

2. You are learning work skills you can use later in other jobs.

3. Knowing the kinds of work you like (or don't like) will guide your future career choices.

Set limits and expectations about school performance and hours worked. Your teen may not know how to turn down longer hours or juggle all his responsibilities. Watch for slipping grades, fatigue, or stress.

Help your student manage her money so she'll have something to show for her efforts. Reach an agreement on how much to spend and how much to save.

Resources:

www.youthrules.dol.gov
www.osha.gov/SLTC/teenworkers
www.familyeducation.com

Grade by Grade: Getting A Job

Knowing how to get the job of your dreams is nearly as important as having the skills to do the job well.

In grade 9, Roads to Success devotes an entire unit to teen jobs: who's hiring, filling out applications, and rights

and responsibilities at work.

Teens looking for jobs can choose whether to work for a boss (retail stores, restaurants, summer camp) or themselves (babysitting, yard work). We'll be talking about both.

Should teens work? It depends on the teen. "You're only a kid once," some people say. "There's plenty of time for work later on." But for some teens, the joy of a first paycheck and the chance to make their way in the adult world is worth the effort.

The **BIG** Idea

- What kinds of jobs are available for people my age?

AGENDA

Approx. 45 minutes

- I. Warm Up: The World of Work
(10 minutes)
- II. Online Search & Share
(15 minutes)
- III. Get Local! (10 minutes)
- IV. Wrap Up: Action Plan
(10 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 89, Part-Time Jobs for Teens
 - Student Handbook page 90, Youth Employment Information
 - Student Handbook page 91, Local Jobs for Teens
 - Student Handbook page 92, Freelance Jobs for Teens
- Phone book (to identify local businesses)
- Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Identify industries that typically employ teens.
- Learn what jobs and hours are permitted by law for 14- and 15-year olds.
- Explore local jobs and opportunities for starting their own businesses.

OVERVIEW

In this lesson, students explore the world of work. They discover what opportunities are available for teens and learn about youth employment laws, including hours they can work and jobs they can do. Next, the class works together to brainstorm local businesses that may hire young people and businesses they can start themselves. Finally, students make and implement a job search action plan.

PREPARATION

- For **Activity II, Online Search & Share**, make arrangements for the class to use the computer lab or classroom computers. Set all computers to the YouthRules! website: <http://www.youthrules.dol.gov/> (If computers are unavailable, see **IMPLEMENTATION OPTIONS** for alternatives.)
- 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 91, Local Jobs for Teens**
 - **Student Handbook page 92, Freelance Jobs for Teens**
- For information on North Dakota's youth employment laws, visit: <http://www.nd.gov/labor/youth/index.html>

BACKGROUND INFORMATION

The labor force participation rate for all youth was 59.5 percent, according to the the U.S. Bureau of Labor Statistics (July 2011). That means, 59.5 percent of the population 16 to 24 years old were working or looking for work. 18.6 million youth were employed in the United States in July 2011.

This lesson encourages students to explore and discover important information about everything from industries that employ teens to labor laws and worker safety.

SOURCE: <http://www.bls.gov/news.release/youth.nr0.htm>

IMPLEMENTATION OPTIONS

For Activity II, Online Search & Share: If computers are unavailable, print out and make copies of the following YouthRules! web pages:

What Hours Can Youth Work? <http://www.youthrules.dol.gov>

What Jobs Can Youth Do? <http://www.youthrules.dol.gov>

Click on “Know the Rules.”

For **Activity III, “Get Local!”** you may wish to provide a neighborhood map by accessing <http://maps.google.com>. Project the map using a transparency or laptop and LCD projector and have students identify nearby businesses in the neighborhood around the school that might hire young people.

For **Activity III, “Get Local!”** and **Activity IV: Wrap Up**, you may wish to have students work in pairs or small groups, then share their ideas with the class.

ACTIVITY STEPS

I. Warm Up: The World of Work (10 minutes)

1. [Welcome the students and let them know how happy you are to be with them again.]
2. **SAY SOMETHING LIKE:** Today we're beginning a series of lessons about jobs for people your age. As you start to think about finding your first job, these lessons will help you focus on where to look and how to go about finding a job that's right for you. To begin, turn to **Student Handbook page 89, Part-Time Jobs for Teens**, and see what you already know about part-time jobs.
3. [Provide time for students to answer the questions.]
4. **SAY SOMETHING LIKE:** Later in today's lesson, we'll devote time to discussing who hires teens as well as the types of businesses you can start yourselves. For now, let's turn our attention to questions 3 and 4.
5. [Create a T-chart on the board or chart paper. In the left column, write "Advantages of Having a Part-Time Job." In the right column, write "Disadvantages of Having a Part-Time Job." Ask students to share their answers, and record their responses in the appropriate part of the chart. If students have not discussed the following items, add them to the chart and discuss the relevant statistics.]

ADVANTAGES:

- A chance to "try on" different jobs and workplaces (to learn more about what you like and dislike).
- References who can recommend you for future work (which demonstrates to a college or your next employer that you're a responsible person).

DISADVANTAGES:

- Missing out on sports or social activities.
- Doing poorly in school.

Research shows that students who work more than 15 to 20 hours a week while in high school perform less well academically.

Researchers can't be sure that working long hours causes teens to do poorly in school. It may be that teens who work long hours are performing poorly to begin with. But common sense says that you can only fit so much into one day; if you're working more than 20 hours a week, something else will suffer, such as your school work.

Source: <http://www.edletter.org/past/issues/1998-ja/working.shtml> (Harvard Education Letter)

6. **SAY SOMETHING LIKE:** About four out of 10 16- and 17-year-olds have summer or part-time jobs. Lots of kids work, but definitely not everybody. Some students prefer to focus on schoolwork, friends, family, or extracurricular activities. Either choice is fine. In the next few lessons, we'll talk about what to do when you're ready to find a part-time job.

II. Online Search & Share (15 minutes)

1. [Have the class turn to **Student Handbook page 90, Youth Employment Information**. Explain that before students look for a job, it's important to learn about what kinds of jobs young people can do and the laws related to employees under age 18, such as hours they can work, industries that hire, etc.]
2. [Using computers either in the classroom or in a lab, guide students to the Department of Labor website, *YouthRules!* at <http://www.youthrules.dol.gov>. If there are not enough computers for each student, have them work together in pairs or small groups. If you do not have access to computers, see **IMPLEMENTATION OPTIONS**.]
3. **SAY SOMETHING LIKE:** You will discover all kinds of information about teens and jobs by exploring the *Youth Rules!* website. *YouthRules!* was developed by the U.S. Department of Labor in May 2002 to increase public awareness of Federal and State rules concerning young workers.
4. [Direct students to click on the "Know the Rules" section of the website, and then the titles that match the questions on **Student Handbook page 90, Youth Employment Information**. Allow students time to find and write responses to the prompts and questions. When everyone has finished answering, have students share their findings.]

III. Get Local! (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've researched the kinds of places most likely to hire teens and jobs teens can create for themselves, let's think about some places in or near our community that are most likely to hire young people. When considering places to work, why might it be important to look within your own community? [Give students a chance to answer. Help them to recognize that a practical commuting distance is different for an adult who's working full time and a student who's working for three hours after school.]

We'll also brainstorm ideas for teen-run businesses that might do well in our neighborhood, like babysitting or dog walking.

2. [Have students turn to **Student Handbook page 91, Local Jobs for Teens**. As a class, review the different types of businesses listed in the left hand column. Ask students which of these businesses are in their town, and instruct them to put a check in those boxes. Next, have students write the name of one business for each type they checked. You may provide a model. For example, say, "Our town has a Dairy Queen over on (fill in the name of a street). So, I'll check the box next to Food Shops, and write Dairy Queen in the right column. If the class is struggling to identify businesses, see **IMPLEMENTATION OPTIONS** for this activity.]
3. [If the class finds that there are few employment opportunities for young people in or near their town, tell them that many teens earn their money through jobs they can create themselves, like babysitting and lawn-mowing.]

IV. Wrap Up: Action Plan (10 minutes)

1. [Have students turn to **Student Handbook page 92, Freelance Jobs for Teens**.]
SAY SOMETHING LIKE: What kinds of businesses could you start in your neighborhood that you think would be successful? For example, are there lots of pets where you live? If so, a pet-sitting business might be just what your town needs.
2. [Have students consider what kinds of businesses they could start. Review **Student Handbook page 92, Freelance Jobs for Teens** with the class to be sure they understand each question. In the remaining time, have students respond to the questions.]

Part-Time Jobs for Teens

What do you already know about the world of work? Show your “job smarts” by answering the questions below.

1. List three industries or businesses most likely to hire teens.

- _____
- _____
- _____

2. List three jobs teens can create for themselves.

- _____
- _____
- _____

3. List one advantage (other than money) to getting a job while you're a teenager.

4. List one disadvantage to getting a job while you're a teenager.

Youth Employment Information

Use the information on the YouthRules website (www.youthrules.dol.gov) or handout to answer the questions below.

What Hours You Can Work

1. How many hours can a 14- or 15-year-old work on a school day? _____
2. How many hours can a 14- or 15-year-old work during a school week? _____

What Jobs You Can Work

3. Name three places (types of businesses) a 14- or 15-year-old can work.
 - _____
 - _____
 - _____
4. Name three jobs considered hazardous (dangerous) and not permitted for people under age 18.
 - _____
 - _____
 - _____

Local Jobs for Teens



Check the types of businesses that are near your school or home. Write the name of one business for each of the types you check.

Types of Businesses	Local Businesses
<input type="checkbox"/> Offices (e.g., medical, dental, veterinarian)	
<input type="checkbox"/> Supermarkets, pharmacies	
<input type="checkbox"/> Clothing stores (e.g., Gap, Old Navy, department stores, Abercrombie & Fitch, Banana Republic)	
<input type="checkbox"/> Food shops (e.g., bakery, deli, ice cream shop)	
<input type="checkbox"/> Specialty stores (e.g., toys, books, cosmetics, pets, shoes)	
<input type="checkbox"/> Restaurants (e.g., diner, McDonalds, Burger King, Applebees)	
<input type="checkbox"/> Movie theaters	
<input type="checkbox"/> Gas stations	
<input type="checkbox"/> Other:	

Freelance Jobs for Teens



Now think about businesses you might start yourself. Here are some questions to help you begin.

What service will I offer?

How much will I charge?

Do I need any equipment? (for example, a lawn mower or snow shovel) Describe.

Do I need any training? (for example, a first aid course)

List of possible clients

Name	Phone Number (optional)

Completing Applications

The **BIG** Idea

- What information do I need to complete a job application?

AGENDA

Approx. 45 minutes

- I. Warm Up: Role Play
(5 minutes)
- II. Tips (10 minutes)
- III. Job Application FAQs
(10 minutes)
- IV. Wrap Up: Application Review
(20 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 29–30,
Job Application FAQs
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 93,
Job Application Tips
 - Student Handbook pages 94–96,
Sample Application
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, Application
Terms & Categories
- Bubble gum (optional, for role-play)

OBJECTIVES

During this lesson, the student(s) will:

- Recognize appropriate behavior when requesting a job application.
- Create a data sheet to assist in filling out a job application.
- Understand the terms and categories found on a standard job application.

OVERVIEW

Students begin this lesson by participating in a role-playing activity about what NOT to do when requesting and filling out a job application. Next, the class reviews application tips and strategies that will help them with this process. Then, they create personal FAQ sheets to help them when applying for jobs. Finally, they examine a typical application, identify what they find most challenging, and learn how to complete it.

PREPARATION

- List the **BIG IDEA** and the day’s activities on the board.
- Write the day’s vocabulary words and definitions on the board.
- Make transparencies of the following pages:
 - **Student Handbook pages 94–96, Sample Application**
 - **Portfolio pages 29–30, Job Application FAQs**
- As class begins, select two student volunteers to participate in the role-play activity. Explain to the volunteers that the goal of the skit is to show what NOT to do when requesting and filling out a job application. Tell them that you, the facilitator, will play the part of a teen applying for a job. One student will play your friend and the other the employer. Instruct the student playing the role of your friend to act “sulky” and impatient as you ask for and fill out an application. You can suggest that he/she grunt, sigh, pace back and forth, etc. Direct the student playing the employer to simply stand behind a desk or table and respond to your request for an application. It may help to review the steps in the actual activity. See **Warm Up: Role Play** below.
- For the **Warm Up**, clear a space at the front of class to perform the skit.

BACKGROUND INFORMATION

Filling out a job application may be routine for adults, but for teens it can be an incredibly stressful experience, and one that can cost them a job. All too often, young people rush to complete job applications, making spelling errors, leaving blanks, and getting frustrated in the process. By becoming familiar with a typical application (most ask similar questions) and taking the time to practice filling them in, teens can better prepare themselves for the real thing.

VOCABULARY

Applicant: A person who is applying for a job.

Application: The form a person fills out to apply for a job.

Employee: A person who works for and is paid by another person or business.

Employer: A person or business that pays others for work.

Reference: A person to whom questions about a person's character or abilities can be addressed.

Salary: The amount of money a person is paid for his or her work.

IMPLEMENTATION OPTIONS

For **Activity III, Job Application FAQs**, you may wish to collect students' completed **Portfolio pages 29–30, Job Application FAQs**, and make copies for them to take home.

For **Activity IV, Wrap Up: Application Review**, if filling out an application independently is too challenging for your students, make this a whole class activity. Project the application using an overhead and walk through each part together. If the students are overwhelmed by the amount of material, you can cross out sections you don't intend to discuss.

You may wish to provide sample applications from local businesses for comparison.

ACTIVITY STEPS

I. Warm Up: Role Play (5 minutes)

1. [Welcome students to class. Have the two pre-selected volunteers (see **PREPARATION**) stand in front of the class with you. Once students have settled into their seats, introduce the **Warm Up** activity.]

SAY SOMETHING LIKE: Your classmates and I are about to put on a skit about applying for a job. Watch carefully and enjoy!

2. [You and the volunteer playing the “friend” start outside the classroom, and walk in together. You are chewing gum noisily and shuffling along. The “friend” is following you, complaining about having to go with you to get the application. You walk up to the employer and say:

“Ummm. Ummm. Like can I apply for a job? Do you have one of those thingies to fill out? (crack gum)”

The store owner gives you an application. You look at it with furrowed eyebrows and stand at the desk trying to fill it out. You grumble “Huh? What the heck does this mean?” to yourself, a little too loudly. You start to write, but grow increasingly frustrated. Meanwhile, your friend is pacing, sighing, etc.

You start erasing furiously—so much so, that it makes a hole in the paper. Eventually, you crumple it up and ask for another to bring home. Your friend says too loudly, “It’s about time!”]

3. [Have volunteers return to their seats. Encourage a discussion by asking the class the following questions:
 - What kind of impression do you think the **applicant** (me) made on the **employer**? Why?
 - What do you think the applicant could have done differently? What could she have done to improve her chances of getting the job?
 - What do you think about bringing a friend along when you apply for jobs?]

II. Tips (10 minutes)

1. [Remind students of the opening skit and how frustrated the teen was filling out the application. Remind them also of the teen’s behavior. Explain that filling out the application is just part of the process; how they present themselves when they ask an employer for an application is equally important.]
2. [Have students turn to **Student Handbook page 93, Job Application Tips**. Explain that these tips will help make their job application process successful.]

Review the tips together as a class, answering questions as they come up. Additional notes:

- The application should look professional, so use black or blue pen, no exotic colors or flourishes such as dotting i’s with hearts or circles.
- Try not to give specific salary requirements, this becomes more important as you apply for jobs where the salary can vary widely. When applying for entry-level jobs, it’s helpful to do some research to make sure you’re not asking for less than the going rate. For example, you’d hate to ask for minimum wage and later discover that the employer was willing to pay \$10 an hour.]

III. Job Application FAQs (10 minutes)

1. **SAY SOMETHING LIKE:** In just a few minutes, we’ll look at an actual job application from the Gap. Applications are generally at least two pages long, so it helps to have the information you’ll need at your fingertips to avoid the confusion and aggravation we saw in the skit. Today you will create your own Frequently Asked Questions (FAQ) data sheets to use when filling out job applications. On the data sheet, you will supply answers that most applications ask for. Having all the important information written down will make filling out applications much easier. You can take your FAQ sheet with you and you won’t have to struggle to remember everything when you’re already feeling nervous.
2. [Have students turn to **Portfolio pages 29–30, Job Application FAQs**. Instruct them to write an answer to each question, using their best handwriting. Write the name and address of the school on the chalkboard for their reference. Make yourself available to answer any questions students may have. Tell them not to fill in their social security number on the application for privacy reasons, but to be aware of what it is for when they apply for real jobs. Remind students that this information will remain in their Portfolio for their use, and will be returned to them when they graduate. If you plan on making copies of their completed forms for them to take home, let them know that as well.]

IV. Wrap Up: Application Review (20 minutes)

1. **SAY SOMETHING LIKE:** In the skit, you saw that the teen was having quite a bit of trouble filling out the **application**. Has anyone ever had this experience? What makes applications difficult to complete? [Give students a chance to respond.]
2. [Tell students that they will now take a look at a real job application. Place a transparency of **Student Handbook pages 94–96, Sample Application** on the overhead projector and direct students to open to this page in their handbooks. Instruct them to fill in all the parts they understand EXCEPT their social security numbers for privacy reasons, and to put a question mark next to any part that's confusing or difficult. Give the class 10 minutes to do this.]
3. [When 10 minutes are up, ask students what parts they found most confusing. Jot their responses on the chalkboard.]

SAY SOMETHING LIKE: Let's talk about some of the information required on most job applications.

4. [Using **Facilitator Resource 1, Application Terms and Categories**, review each part of a job application with students, explaining what the item means. After each item, answer any questions students may have.]

Application Terms and Categories

After students fill out as much as they can of the **Student Handbook pages 94–96, Sample Application**, use the following to guide your explanation of the areas students may not understand. Be sure to address all the terms with asterisks, and any others students have a question about as time allows.

GENERAL INFORMATION

*SOCIAL SECURITY NUMBER

Your employer has to report your earnings to the government. This is the number they use to keep track (and it connects to lots of other info about you as well).

DAYS/HOURS AVAILABLE FOR WORK

Knowing what days and hours you can work will help the employer figure out your schedule. Think about your after-school obligations, whether you can work weekends, etc. Are you looking for full-time work? Part-time? Seasonal? (Summers and holidays.) As a student, you are most likely looking for part-time, summer and holiday.

*WORK EXPERIENCE

The employer wants to know where you have worked before and why you left. If applicable, list your most recent job first. You may include non-paid and volunteer work as long as you say that's what it is. For each job, include information such as why you left and contact information for former employers and/or coworkers that you say are OK to call. If you don't have formal work experience, but have babysat or done lawn care regularly, you should list those clients as references.

Note that some applications ask, "May we contact your present employer?" In what situations would it be OK to do this? (for example, your employer knows that you're about to go off to college and are looking for work in a new location.) In what situations would it not be OK? (Your employer doesn't know you're looking for work, so you would want to wait to tell him/her until a new job has been offered.)

*REFERENCES

A reference is a person, such as an employer, teacher, or other person who knows you well (not including relatives), who can tell your potential employer about you as a worker and tell what you're like as a person. When deciding who to list as a reference, think about who knows you best. Who are the best people to use as references? What's the difference between a personal and professional reference? Don't forget to ask your references if it's OK!

EDUCATION & TRAINING

Employers want to know the name of your high school, where it is located (city and state), whether you graduated, and your grade point average (GPA). Since you've not graduated high school yet, you don't need to fill in information beyond high school. You may want to include the date you expect to graduate, so employers know you're planning on finishing your degree. In the section titled College write "N/A" for

“not applicable.”

If you’re applying for an office position, the employer wants to know if you can type and at what speed or “words per minute” (WPM). If you’ve taken a keyboarding course, you may already know your WPM. If not, you can find free typing tests on the Internet that will calculate this for you. 10-key (sight or touch) refers to a calculator described by its 10 number keys. The employer will also want to know your computer skills, including the types of software you are skilled at using, such as word processing and spreadsheets.

***ADDITIONAL EMPLOYMENT HISTORY INQUIRIES**

Employers want to know if you’ve ever been fired from a job, and if yes, why. If you have been fired, give a clear and brief explanation. Save the details for the interview.

All applications will ask whether you have a criminal record. Traffic tickets don’t count. Only convictions count, not arrests. If you’re picked up, booked, put in jail, etc., because you’re suspected of committing a crime, that’s an arrest. A conviction means you were actually found guilty. Since you’re “innocent until proven guilty,” an employer shouldn’t hold an arrest against you if you weren’t convicted, and you don’t have to include an arrest on your application if the question is, “Have you ever been convicted of a crime?”

Some applications may have other specific instructions, like “felony crime or theft-related misdemeanor in the last seven years” or “do not include crimes that have been expunged, sealed, impounded, or annulled.”

Discussion should include why an employer would be interested in your criminal record, and how to answer this if you’ve been convicted of a crime. (Truthfully, but as with “Have you ever been fired?,” it’s better to save the gory details for an in-person interview.)

PERMISSION TO WORK

If you are a non-U.S. citizen who wants to work in the U.S., you need government permission.

REFERRAL SOURCE

The employer wants to know how you heard about the job. You may have simply walked into the store (or other business) from the street. Or, you may have seen an ad in the newspaper or online. Or, perhaps you know someone who works for the company. Knowing a great employee can improve your chances of getting hired. (Knowing a lousy employee might hurt your chances, too; an employer might worry that “birds of a feather flock together.”)

***ADDITIONAL QUESTIONS**

There are other things an employer wants to know about you, such as your strengths and why you want this job. This is your opportunity to show them why they should hire you. Think about this in advance and jot down some notes beforehand. Take advantage of this opportunity to show how great you are.

Job Application Tips

- Read and follow instructions carefully.
- Bring all the information you need with you (including FAQ sheet).
- Write clearly and neatly.
- Fill in all the blanks. If something doesn't apply to you, write N/A for "not applicable."
- Try not to give specific salary requirements—you don't want to ask for too much or too little.
- Don't lie. If something in your past makes you look bad, write the minimum and save the details for your interview.
- Proofread your application before you turn it in to be sure you didn't make any mistakes.
- Dress neatly when going to pick up an application.
- Ask politely for an application and say, "Thank you."
- Don't bring a friend with you, or if you do, have him or her wait outside.

Source: Partially adapted from http://www.quintcareers.com/job_applications.html

SAMPLE APPLICATION

GAP INC. GAP BANANA REPUBLIC OLD NAVY FORTH & TOWNE
 An Equal Opportunity Employer

EMPLOYMENT INFORMATION

General Information. Please complete all requested information. Use ink and print.

Location/Store #	Today's Date	Position Desired														
Name (Last) (First) (Middle)	Minimum Salary Desired	Date Available For Work														
Social Security Number	I am interested in: <input type="checkbox"/> Full-time 30–40 hrs. per week <input type="checkbox"/> Part-time 0–29 hrs. per week <input type="checkbox"/> Seasonal Holiday/Summer															
Street Address	Are you at least 18 years old? <input type="checkbox"/> Yes <input type="checkbox"/> No If you are under 18, you may be required to provide a work permit prior to working. Are you at least 16 years old? <input type="checkbox"/> Yes <input type="checkbox"/> No															
City State Zip	Please indicate the hours you are available to work during both day and evening (i.e., 2–4 p.m., 6–10 p.m.)															
Telephone (Home) Telephone (Cell) Email	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">S</td> <td style="width: 12.5%;">M</td> <td style="width: 12.5%;">T</td> <td style="width: 12.5%;">W</td> <td style="width: 12.5%;">TH</td> <td style="width: 12.5%;">F</td> <td style="width: 12.5%;">S</td> </tr> <tr> <td> </td> </tr> </table> Note: Should your availability change, it is your responsibility to notify your supervisor		S	M	T	W	TH	F	S							
S	M	T	W	TH	F	S										
If you have worked for our company before (Gap, Banana Republic, Old Navy, Forth & Towne, Outlet, Factory Stores), state where, when, final position, and reason for leaving. Have you ever applied to our company before? If yes, where?	Do you have any relatives now employed by our company? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify by name(s), position and location:															

Work Experience. List your previous experience, beginning with your current or most recent position.

Employer	Starting Position	Starting Salary
Street Address City State Zip	Most Recent Position	Most Recent Salary
Phone Supervisor Name/Title	Duties	
Reason For Leaving	Dates of Employment Start: Month Year End: Month Year	
Employer	Starting Position	Starting Salary
Street Address City State Zip	Most Recent Position	Most Recent Salary
Phone Supervisor Name/Title	Duties	
Reason For Leaving	Dates of Employment Start: Month Year End: Month Year	
Employer	Starting Position	Starting Salary
Street Address City State Zip	Most Recent Position	Most Recent Salary
Phone Supervisor Name/Title	Duties	
Reason For Leaving	Dates of Employment Start: Month Year End: Month Year	

References. Individuals not related to you. Business references preferred.

Reference		Street Address		City	State
Phone	Email	Job Title		How Acquainted and For How Long	

Reference		Street Address		City	State
Phone	Email	Job Title		How Acquainted and For How Long	

Reference		Street Address		City	State
Phone	Email	Job Title		How Acquainted and For How Long	

Education & Training: Please include name, street, city, state and zip code for each school.

School	Address (include city & state)	Number of Years Completed	Degree	Type of Course/Major
College				
High School				
Additional Training				

Foreign languages? _____ Spoken Fluently?

For office positions, indicate the job skills which you have performed: Typing _____ WPM 10-key By Touch By Sight (Circle One)

Computer/Software _____

Other _____

Additional Employment History Inquiries

Have you ever been dismissed or forced to resign from any employment? Yes No
 If yes, please explain:

Have you been convicted of a felony crime or theft-related misdemeanor within the last 7 years that has not been expunged, sealed, impounded or annulled? (In California only: Do not answer yes if you were referred to or participated in a diversion program, or if your conviction was solely for a marijuana-related offense more than 2 years old.) Yes No
 If yes, state details: Convictions will not necessarily disqualify applicant; each case is considered individually.

Permission to Work

Are you legally authorized to work in the United States? Yes No
 Will you now or in the future require sponsorship for employment visa status (e.g., H1-B status)? Yes No

Referral Source

Walk-in Applicant Newspaper Ad Employee Referral (Name) _____

Community Organization (Name) _____ School/College _____

Website (Name) _____ Other (Please List) _____

Additional Questions

Why are you interested in working for our company?
What strengths would you bring to our company?
What didn't you like about your previous jobs?

NOTICE TO APPLICANTS IN MARYLAND: UNDER MARYLAND LAW, AN EMPLOYER MAY NOT REQUIRE OR DEMAND THAT AN INDIVIDUAL TAKE A LIE DETECTOR OR SIMILAR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR AND SUBJECT TO A FINE NOT EXCEEDING \$100.

NOTICE TO APPLICANTS IN MASSACHUSETTS: IT IS UNLAWFUL IN MASSACHUSETTS TO REQUIRE OR ADMINISTER A LIE DETECTOR TEST AS A CONDITION OF EMPLOYMENT OR CONTINUED EMPLOYMENT. AN EMPLOYER WHO VIOLATES THIS LAW SHALL BE SUBJECT TO CRIMINAL PENALTIES AND CIVIL LIABILITY.

Applicant's Statement

If I am employed, I agree to abide by the rules and regulations of the Company. I understand that my employment is at-will. This means that I do not have a contract of employment for any particular duration or limiting the grounds for my termination in any way. I am free to resign at any time. Similarly, Gap Inc. is free to terminate my employment at any time for any reason. I understand that while personnel policies, programs and procedures may exist and be changed from time to time, the only time my at-will status could be changed is if I were to enter into an express written contract with Gap Inc. explicitly promising me job security, containing the words "this is an express contract of employment" and signed by an officer of Gap Inc. The above language contains our entire agreement about my at-will status and supercedes any past, future, or oral side agreements.

All of the information I have supplied in this application is a true and complete statement of the facts, and if employed, any false statement or omission could result in immediate dismissal. I understand that Gap may share the information contained in this application with other Gap employees for employment and administrative purposes and hereby consent to such transfer. I authorize you to contact my references, as well as current and previous employers, to obtain information on my work history and qualifications for employment.

Signature

Date

This application will only be considered for three months. If you have not been hired within three months of filling out this application and you wish to continue to be considered for employment, you must fill out another application.

Applying for a job is easier if you have all of the info at your fingertips. Use this form to prepare.



JOB APPLICATION FAQs

Answer each question below. If something doesn't apply to you, write N/A for "not applicable." Use your neatest handwriting.

PERSONAL INFORMATION

Your name: _____

Social security #: [This info should not be written down at school, but do take this number with you when you apply for a job.]

E-mail address: _____

Phone: _____

Home address: _____ (street)

_____ (city, state, zip)

How long have you lived at this address? _____ years

Previous address: _____ (street)

_____ (city, state, zip)

How long did you live at this address? _____ years

WORK HOURS

Check the days and write the times you can work.

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

EDUCATION

Name of High School: _____

Address: _____

EMPLOYMENT HISTORY

List last job first. Please include any non-paid/volunteer jobs or experiences.

Name of employer: _____ (person or company)

Address: _____ (street)

_____ (city, state, zip)

Phone: _____ (include area code)

E-mail: _____

Supervisor's name and title: _____

Dates worked: from _____ to _____

Responsibilities: _____

Name of employer: _____ (person or company)

Address: _____ (street)

_____ (city, state, zip)

Phone: _____ (include area code)

E-mail: _____

Supervisor's name and title: _____

Dates worked: from _____ to _____

Responsibilities: _____

REFERENCES

List people your employer can call to find out how responsible you are.

Name 1: _____

Address: _____

Phone: _____

Relationship: _____

Name 2: _____

Address: _____

Phone: _____

Relationship: _____

Interview Basics

The **BIG** Idea

- How can I prepare for a job interview?

AGENDA

Approx. 45 minutes

- I. Warm Up: Interview Challenge Quiz & Tips (10 minutes)
- II. What Employers Really Want to Know! (20 minutes)
- III. Wrap Up: My Strengths & Skills (15 minutes)

MATERIALS

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 97, Interview Challenge Quiz
- Student Handbook page 98, Job Interview Tips
- Student Handbook page 99, Typical Interview Questions
- Student Handbook page 100, Job Ads
- Student Handbook page 101, Strengths & Skills Checklist

☐ FACILITATOR RESOURCE PAGES:

- Facilitator Resource 1, Answers to Interview Challenge Quiz
- Facilitator Resource 2, Interview Questions Discussion Points

OBJECTIVES

During this lesson, the student(s) will:

- Recognize appropriate interview etiquette, including dress, behavior, punctuality, etc.
- Brainstorm qualities all employers look for in an applicant.
- Identify personal strengths and accomplishments as they relate to specific jobs.
- Consider typical interview questions and how to answer them.

OVERVIEW

The lesson begins with students testing their interview smarts by taking a quiz about interview behavior. Students then review and discuss typical interview questions. Finally, they examine various job ads, select one that's right for them, and identify skills and strengths required for the job and evidence that they possess those skills.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
 - **Student Handbook page 100, Job Ads**
 - **Student Handbook page 101, Strengths & Skills Checklist**

BACKGROUND INFORMATION

Nearly everyone is nervous before a job interview. Preparation, practice, and knowing what to expect can help reduce anxiety. According to career counselors, it is not unusual for teens to feel nervous and shy during interviews. Unfortunately, nervousness can come across to potential employers as a lack of self-confidence. Shyness may also be interpreted as a lack of interest or enthusiasm for the job. Familiarizing teens with what to expect during an interview, typical questions employers ask, and appropriate behavior and etiquette, will help them feel more confident.

VOCABULARY

Applicant: A person who is applying for a job.

Employee: A person who works for and is paid by another person or business.

Employer: A person or business that pays others for work.

Interview: A meeting for a job in which a person is asked questions.

Interviewee: A person interviewing for a job.

IMPLEMENTATION OPTIONS

You may want to add more time to any one of the activities based on student need and interest.

ACTIVITY STEPS

I. Warm Up: Interview Challenge Quiz & Tips (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, you learned how to complete a job application. The purpose of the application is to provide a potential employer with a picture of who you are and why you might be a good employee. If your application shows you might be a match for the job, you will likely be invited to interview for the position. This is the employer's chance to learn more about you, and your chance to learn more about the job. Interview skills are useful whether you're applying to college, volunteering, or looking for your first part-time job.

Today, we're going to talk about two important parts of the interview:

- Etiquette (how to behave)
- Interview questions (what will be asked, and how to answer so the interviewer knows what a great employee you would make)

Let's find out how much you already know about interviewing.

2. [Have students turn to **Student Handbook page 97, Interview Challenge Quiz**. Give them five minutes to complete the quiz. Then use **Facilitator Resource 1, Answers to Interview Challenge Quiz** to review their responses and discuss each answer.]
3. [After completing the quiz, invite the class to review the **Student Handbook page 98, Job Interview Tips**, which reiterates some of the tips in the quiz and more.]

II. What Employers Really Want to Know! (20 minutes)

1. **SAY SOMETHING LIKE:** Now that we've discussed what to wear to an interview, and how to behave, it's time to get to the heart of the matter, what the employer really wants to know about you. You may be surprised to learn that many employers, no matter what the job is, ask the same types of interview questions. Knowing in advance what you may be asked means you can prepare for the interview by reviewing the questions and considering how you will answer them.
2. [Ask students what questions they think an employer might ask during an interview. After they respond, direct them to turn to **Student Handbook page 99, Typical Interview Questions**. Review each question with students to be sure they understand

what each is asking. Refer to **Facilitator Resource 2, Interview Questions Discussion Points** to guide you in helping students understand some of the questions. Explain that in an interview, it's important to answer questions directly, clearly, and honestly. Their responses should involve more than just a simple yes or no, but they shouldn't go on and on.]

3. [After reviewing the questions, point out that while preparing answers in their head or writing them down is helpful because it gives them confidence during the interview, it's not necessary to memorize their answers. The goal is to sound natural, not like they're reciting something they practiced over and over.]

III. Wrap Up: My Strengths & Skills (15 minutes)

1. **SAY SOMETHING LIKE:** Today you have explored some important strategies that will lead to successful interviews and will help you land great jobs now and in your future. Remember that as part of the interview preparation, you are encouraged to consider your strengths, abilities and accomplishments as they relate to positions you're interviewing for. Thinking about these things before the interview will help you highlight your best qualities once you're there.
2. [Refer students to **Student Handbook page 100, Job Ads**. Give them a few minutes to review the ads and circle the one that interests them the most, and for which they believe they are best qualified.]
3. **SAY SOMETHING LIKE:** Different jobs require different skills. For some jobs, you need to be good at interacting with people. Other jobs require specialized knowledge in a particular area, like computers. Still others involve teaching new skills to people. All jobs require you to work hard and to show up on time.

[Help students connect skills to jobs by asking a few guiding questions, such as these:

- What are some jobs that involve working with the public?
- Which jobs involve teaching new skills to others?
- In which jobs would some sort of specialized knowledge be helpful?]

4. **SAY SOMETHING LIKE:** Next week each of you will get a chance to try out your interviewing skills by taking part in a "mock interview" for the job you selected in step 2. To get ready for the big day, start thinking about what makes you qualified for the job, your skills and strengths.

- [To assist with this exercise, have students use **Student Handbook page 101, Strengths & Skills Checklist** to identify skills they think they need to do the job they circled on **Student Handbook page 100, Job Ads**. After they identify the necessary skills and/or strengths, instruct them to choose two of the skills and/or strengths, and describe how they've demonstrated those before. You may provide an example, such as if the job requires you to "show up for work every day, on time," you might point out that you missed only three days of school last year and were never tardy.]
5. [Remind students that next week each person will have a chance to be interviewed by one of their classmates for the job they've selected. They should be dressed as if this interview were for an actual job. Finally, suggest to students that as part of their preparation, they should spend time reviewing **Student Handbook page 99, Typical Interview Questions**.]

Answers to Interview Challenge Quiz

1. When interviewing for a job you should:

The answer is A: Look the interviewer in the eyes.

Explanation: It's important to make good eye contact with your interviewer. It shows that you're confident and serious about the position. Making eye contact, along with showing enthusiasm for the job, company, or industry, is rated by employers as the most important keys to successful interviews. Speaking clearly (and loudly enough) is also very important.

Source: http://www.quintcareers.com/interview_ans7.html

2. True or False: It's OK to wear jeans and a T-shirt to an interview since I'm a teenager.

The answer is B: False

Explanation: Appearance is more important than you may think. While skills, experience, and other qualifications are key, so too is your dress and grooming. Knowing the culture of the place where you're applying can be very helpful. For example, piercings might be acceptable at music stores and trendy clothing shops. When in doubt, be conservative. The rule is to "dress up" a level from the clothes you'd wear to work every day. For example, if the job requires jeans and a T-shirt, wear khakis and a dressier shirt or sweater to the interview. By appearing professional, you are letting the interviewer know that you are serious about the job. Here are some tips for how to dress for an interview:

- clean and polished dress shoes
- well-groomed hairstyle
- clean and trimmed fingernails
- little or no cologne or perfume
- no visible body piercing beyond ear piercing for women
- well-brushed teeth and fresh breath
- no gum, candy, or other objects in your mouth
- minimal jewelry
- no body odor

3. When should you arrive to an interview?

The answer is C: 10 minutes early.

Explanation: Plan to arrive 10 minutes before your interview. Ten minutes gives you extra time for unexpected events, such as traffic. It also provides time to complete an application, if needed. If you arrive early, and there is nothing to fill out, take the time to relax and collect your thoughts. Before interview day, make sure you know the exact location of the meeting by taking a practice run.

4. True or False: Play up previous jobs even if they're babysitting or lawn-mowing

The answer is A: True

Explanation: Since you're a young person, you probably have not held many jobs yet, so mentioning any prior experience, no matter what it is, is a good thing. Previous jobs, from babysitting to delivering newspapers, reveal to an employer key qualities like work ethic, responsibility, and promptness—traits important to all jobs. In the process of explaining your previous jobs, you should describe for the employer how you believe your skills apply to the job you're interviewing for. For example, if the job requires physical labor, then your work mowing lawns would be very relevant.

5. If the employer asks if you have any questions, you should...

The answer is A: Ask questions because it shows that you've researched the position and are interested in the job.

Explanation: Near the end of most job interviews, the interviewer will ask if you have any questions. It is important that you ask at least one question because it shows the interviewer that you're interested and enthusiastic. If you ask specific questions about the company, it shows that you've done your research. Don't ask too many questions, especially if the answer is very obvious or the topic has already been discussed during the interview. Questions should not be about salary and benefits until those subjects are raised by the employer.

Below is a sampling of typical interview questions and some information and insight to share with the class about how they can best answer these questions.

How would you describe yourself?

This is usually the first question an interviewer asks. Because it is open-ended, it is your chance to shine. Take the opportunity to introduce your qualifications and good work habits. Use positive, work-oriented adjectives, like conscientious, hard-working, honest, and courteous.

How has your high school experience prepared you for this job?

Toot your horn! Talk about the skills you've gained in high school, including extracurricular activities, especially those that match the job description.

Why should I hire you?

Emphasize your qualities as they are related to the job. Include compliments you've received from previous jobs (even if just babysitting or lawn mowing) or in school.

What skills and strengths make you qualified for this job?

Point out skills and strengths that are directly related to the job.

What past accomplishments have given you satisfaction?

Describe one to three projects, either from school or extracurricular activities, which make you proud. Focus on what you did more than the reward. For example, if you won a science fair, focus on the project you made and how you did it, and less on the fact that you won.

Why do you want to work for our company?

To answer this one, research the company before the interview. Your answer should reflect that you've done your research. Rather than say, "Because it's a great company," tell them why you think it's a great company.

In what kind of work environment are you most comfortable?

Consider where you'll be working when answering this question. For example, if the job is a sales associate at a popular clothing store where you will be helping customers, putting away clothing, ringing up sales, etc., say that you enjoy working with people.

How do you handle stress?

It's honest to admit that you do feel pressure and stress some times, but express that you find positive ways to handle the stress, like exercising after school or listening to your favorite music.

What major challenge have you faced and how did you deal with it?

The interviewer is looking for an example of how you solve problems, an important skill in most jobs. Caution students not to use this question as an opportunity to complain about a bad boss or mean teacher from the past. Focus on what you learned from the challenge, rather than the circumstances of the challenge itself.

Interview Challenge Quiz

Circle the correct answer for each question.

1. When interviewing for a job you should:
 - a. Look the interviewer in the eyes.
 - b. Look at the interviewer, but not directly in the eyes because it's rude.
 - c. Don't look at the interviewer at all.

2. True or False: It's OK to wear jeans and a T-shirt to an interview since I'm a teenager.
 - a. True
 - b. False

3. When should you arrive to an interview?
 - a. 1 hour early
 - b. 30 minutes early
 - c. 10 minutes early
 - d. 10 minutes late

4. True or False: Play up previous jobs even if they're babysitting or lawn-mowing.
 - a. True
 - b. False

5. If the employer asks if you have any questions, you should:
 - a. Say no because it's rude to take up his or her time.
 - b. Ask questions because it shows that you've researched the position and are interested in the job.

Job Interview Tips

- Take a practice trip to the interview site.
- Research and know the job you're interviewing for and the company where you're interviewing.
- Ask friends and family members to conduct practice interviews with you.
- Dress nicely and appear well groomed.
- Arrive 10 minutes early to the interview.
- Greet the interviewer by title and name (Ms. Gomez).
- Shake hands firmly.
- Make eye contact with your interviewer.
- Show enthusiasm and interest by asking questions.
- Emphasize your strengths, skills, and achievements.
- Emphasize the previous experiences that demonstrate your ability to do the job.
- After the interview, write a thank-you note.

Typical Interview Questions

Review these questions as you prepare for job interviews.

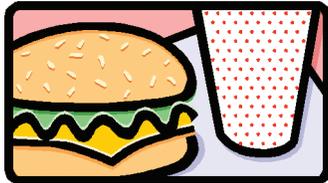
- How would you describe yourself?
- How has your high school experience prepared you for this job?
- Why should I hire you?
- What skills and strengths make you qualified for this job?
- What past accomplishments have given you satisfaction?
- Why do you want to work for our company?
- In what kind of work environment are you most comfortable?
(for example: sitting at a desk, working outside)
- How do you handle stress?
- What major challenge have you faced and how did you deal with it?

Questions excerpted from “The Interview Guide,” Rice University Center for Student Professional Development,
<http://cspd.rice.edu>

Job Ads

Circle the job that interests you the most and that you think you are best qualified for.

Cashier Wanted



Cashier Wanted: Fast food chain is looking for a part-time cashier to work in a fast-paced, people-oriented environment. If you enjoy people, and are reliable, and detail-oriented, we want you!

Join our Team!



Come join the team at the **Book & Music Mega Store**. As a part-time sales associate, you help customers select books and music to fit their needs and interests. We are looking for someone who works well in a fast-paced environment, likes to help people, enjoys team work, and is motivated to sell.

Stock Clerk Needed



Part-time Stock Clerk: Central City Supermarket is looking for a conscientious and honest person to help with stocking products. You must be strong and able-bodied to do this job.

Part-Time Instructor



Are you the creative type? Do you enjoy helping others express their creativity? **Paint-It-Yourself Pottery Shop** is currently looking for a part-time instructor to teach afternoon and weekend classes. High school students welcome!

Boys & Girls After-school Program



The **Boys & Girls After-school Program** is searching for a part-time assistant coach who plays sports and enjoys helping children. Athletic, reliable, and energetic individuals are encouraged to apply.

Hospital Volunteers



Wellville Hospital is seeking volunteers. Help us make our patients' stays as comfortable as possible. Responsibilities include delivering flowers to rooms, wheeling the book cart to patients, refilling water pitchers, and just providing a smile.

Do you have the skills employers want? Use this page to show what you're great at.

Strengths & Skills Checklist

Choose the job that you'd most enjoy doing. Then check the skills that you think you need to do this job.



I'm applying for _____ (name job).

A. Workplace Skills

- Show up for work every day, on time.
- Work hard.
- Finish what you start.
- Stay calm when things are busy.
- Manage lots of things at once.

B. People Skills

- Be Kind.
- Understand how someone else is feeling.
- Treat customers politely.
- Get along with all kinds of people.

C. Job-Specific Skills

- Great with kids.
- Good at explaining things step by step.
- Good at selling things.
- Good at helping people choose gifts.
- Good at sports.
- Understanding of people who are sick or disabled.
- Strong.
- Creative.
- Know a lot about books.
- Know a lot about music.
- Read written instructions.
- Able to make change.

Choose two skills or strengths that you checked and write about how you've shown those skills before.

1. Skill or strength: _____

How I've demonstrated this skill or strength: _____

2. Skill or strength: _____

How I've demonstrated this skill or strength: _____

Interview Practice**The BIG Idea**

- How can I improve my interviewing skills?

AGENDA

Approx. 45 minutes

- I. Warm Up: Interviewing is a Two-Way Street (5 minutes)
- II. Model Interview (5 minutes)
- III. Mock Interviews & Debriefings (30 minutes)
- IV. Wrap Up: How Did I Do? (5 minutes)

MATERIALS**☐ STUDENT HANDBOOK PAGES:**

- Student Handbook page 102, Good Questions to Ask Interviewers
- Student Handbook page 103, Interview Evaluation Checklist
- Student Handbook page 104, How Did I Do?
- Student Handbook page 99, Typical Interview Questions (from previous lesson)

OBJECTIVES

During this lesson, the student(s) will:

- Generate questions to ask during an interview.
- Use mock interviews to highlight experience and skills.
- Evaluate and critique peer interviews.

OVERVIEW

The lesson opens with students discovering that a job interview is a two-way street; it's not enough that the employer wants to hire them, they also need to think about whether the job is right for them. To reinforce this idea, students generate a few questions to ask their potential employers during mock interviews. After observing the teacher model an interview, students participate in mock interviews and debrief as a class afterwards. The lesson concludes with students identifying their interviewing strengths, and one area they'd like to improve.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
 - **Student Handbook page 102, Good Questions to Ask Interviewers**
- For **Activity III, Mock Interviews**, select a volunteer to play the part of "interviewer" in a model interview with you in which you'll play the interviewee. Prior to class, provide the volunteer with **Student Handbook page 99, Typical Interview Questions** from last week's lesson with three or four questions highlighted that you want him/her to ask you. Add as a final question: "What questions do you have for me?" Explain that she/he will ask these questions during the interview and you will answer them.

BACKGROUND INFORMATION

Regardless of how confident and qualified a job candidate might be, it's essential that he or she knows how to interview. The interview is the critical moment in the job-search process; it's the moment when the candidate can clinch the deal by convincing the employer that he or she is the perfect person for the position. How a candidate performs during an interview, from a firm hand shake to answering questions clearly and succinctly, can make all the difference landing the job. Performing well in an interview requires skill and confidence, and the only way to get better is to practice, practice, practice.

VOCABULARY

(This vocabulary was previously introduced in Interview Basics.)

Employee: A person who works for and is paid by another person or business.

Employer: A person or business that pays others for work.

Interview: A meeting for a job in which a person is asked questions.

Interviewee: A person interviewing for a job.

IMPLEMENTATION OPTIONS

If you feel students will not be able to handle the paired interviews in **Activity III, Mock Interviews and Debriefings**, invite volunteer pairs to role play two interviews for the whole class. Then, have all students use **Student Handbook page 103, Interview Evaluation Checklist** to evaluate interviewees. If you choose this option, you may omit **Student Handbook page 104, How Did I Do?**

ACTIVITY STEPS

I. Warm Up: Interviewing is a Two-Way Street (5 minutes)

1. [Welcome students to class, complimenting them on their business attire.]

SAY SOMETHING LIKE: We're going to spend most of today practicing our interview skills. Each of you will have a chance to play the part of the person looking for a job—the interviewee—as well as the person asking the questions—the interviewer.

Before we begin, I want you to consider this question. Up until now, we've been thinking about how to convince the interviewer that she should hire you. But interviewing is a two-way street. How do you figure out if the job is a good match for you? You want to find out if the job matches your skills, and if you like the environment where you'll be working. To find out, ask questions.

2. **SAY SOMETHING LIKE:** Near the end of most interviews, the interviewer will probably ask if you have any questions. This is a chance for you to learn more about the job. It is also an opportunity for you to show your interest in and enthusiasm for the position. So, clearly, you should be prepared to ask at least a couple of questions.
3. [Point out that there are certain questions NOT to ask in an interview. Prompt students to brainstorm what these may be. If no one comes up with any, tell students that they should not ask questions like: "How much money will I make?" or "How much vacation time do I get?" or "How long is the lunch break?" Additionally, they shouldn't ask questions that are obvious, or ones that already were answered in the interview. Doing so will make it seem as if they hadn't been listening or paying attention.]
4. [Share with students **Student Handbook page 102, Good Questions to Ask Interviewers** for examples of questions that demonstrate interest in the job and the company. Invite students to think about the job ads they chose in last week's lesson (**Lesson 3: Interview Basics**), and jot down two questions to ask their potential employers.]

II. Model Interview (5 minutes)

1. [Invite your pre-selected volunteer (see **PREPARATION**) to come up front with a copy of **Student Handbook page 99, Typical Interview Questions** from last week's lesson (**Interview Basics**). Tell the class that you (the Facilitator) are a job candidate going

on an interview and that (student’s name) is the employer who will be interviewing you. Tell them that their job will be to evaluate how well you do.]

2. [To help them evaluate the interview, and to be aware of what to do and what not to do during an interview, have students use **Student Handbook page 103, Interview Evaluation Checklist**. Give them a minute to review it before you begin your interview.]
3. [Have the volunteer sit behind your desk. Leave the room and come back in. Walk up confidently, firmly shake the “employer’s” hand, smile, and say, “Good morning, Mr./Ms. (student’s last name). I’m looking forward to learning about the job.” Be sure to make eye contact.]
4. [Perform the interview, answering each question clearly and succinctly. Maintain eye contact and smile. When the “employer” asks if you have any questions, say, “What are my day-to-day responsibilities in this job?” End the interview at this point.]
5. [Review **Student Handbook page 103, Interview Evaluation Checklist** with students and discuss whether or not you followed each one. This checklist shows how they will be evaluated during their interviews.]

III. Mock Interviews & Debriefings (30 minutes)

1. **SAY SOMETHING LIKE:** In our last session, you selected a job that interested you and for which you believe you are well-qualified. You identified the skills required for the position, and noted how you have shown some of these skills. Today you and a partner will take turns interviewing each other for these jobs, keeping in mind your skills and strengths. [See **IMPLEMENTATION OPTIONS** if working in pairs is not practical in your classroom.]
2. [Pair up students and assign each student in the pair the letter A or B. Tell the class that the Bs will interview the As for the first round. Encourage students to take a minute or two to review **Student Handbook page 101, Strengths & Skills Checklist** from last week’s lesson. Then have them use **Student Handbook page 99, Typical Interview Questions** to conduct the interview. As a last question, direct them to ask, “Do you have any questions?”]

3. [After the interview, allow a couple minutes for the Bs to evaluate the As by completing **Student Handbook page 103, Interview Evaluation Checklist.**]
4. [Debrief as a class (students may remain seated where they are). Have the As share how they felt while they were being interviewed. If they need prompting, ask, “What was the hardest part of the interview?”, and “What did you find easy?” Then ask the Bs to share their critiques. Again, if prompting is necessary, you may ask, “What were your interviewee’s strengths?” and “What could she/he improve upon?”]
5. [Now reverse roles, and have A’s interview the B’s. Repeat steps 2–4.]

IV. Wrap Up: How Did I Do? (5 minutes)

1. **SAY SOMETHING LIKE:** Remember to follow up all interviews with a thank-you note. Thank-you notes allow you to reiterate your skills and interest in the position, as well as show off your writing skills. And, you never know, it may be the deciding factor for an employer. To be sure you’re using the correct name and title, ask for the interviewer’s business card before leaving the interview.
2. [Wrap up the lesson by having students complete **Student Handbook page 104, How Did I Do?** Instruct them to self-evaluate their interviews by responding to both prompts. If your class followed the implementation option for **Activity III, Mock Interviews and Debriefings**, refer to **IMPLEMENTATION OPTIONS** for this activity, too.]

Good Questions to Ask Interviewers

Interviewing is a two-way street. Both you and the employer need to learn more about each other. Before going into an interview, think of the questions you may ask. Here are some examples.

- Could you describe the ideal candidate for this position?
- What are the day-to-day responsibilities of this job?
- What are some of the skills and abilities necessary for someone to succeed in this job?
- Who is my supervisor and how will he or she give me feedback on my work?
- Will my job responsibilities change over time?
- What are some of the things you like about working for this company?

Write two questions to ask in your interview.

1. _____

2. _____

Interview Evaluation Checklist

Check each statement that describes the interviewee’s behavior. Add comments on the lines below.

During the interview, did the candidate...

- Present a professional appearance
- Give a firm handshake
- Greet interviewer by title and name (e.g., Mr. Gomez)
- Make and maintain eye contact
- Speak clearly
- Answer all the questions
- Show confidence (smile)
- Discuss previous experiences as they relate to the job
- Describe strengths, skills, and/or achievements
- Ask good questions about the job
- Show enthusiasm for the job
- Say thank you at the end of the interview

Additional Comments:

How Did I Do?

Complete the self-evaluation by responding to the prompts.

1. Describe one thing you did really well as an interviewee.

2. Describe one interviewing skill you'd like to improve.

Workplace Responsibilities

The **BIG** Idea

- What are my responsibilities as an employee?

AGENDA

Approx. 45 minutes

- I. Warm Up: Work World (5 minutes)
- II. Workplace Skit and Discussion (10 minutes)
- III. Workplace Responsibilities (15 minutes)
- IV. What Every Teen Worker Needs to Know (Responsibilities) (10 minutes)
- V. Wrap Up (5 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 105, Case Study
 - Student Handbook page 106, What Every Teen Worker Needs to Know (Responsibilities)
 - Student Handbook pages 107–108, First Job
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, Workplace Skit
- Chart paper and marker
- Cell phone
- Props for Workplace Skit (See **Facilitator Resource 1**)

OBJECTIVES

During this lesson, the student(s) will:

- Discover that they have responsibilities in the workplace.
- Discern between correct, and incorrect, ways to act on the job.

OVERVIEW

By the time students reach ninth grade, many will already have had jobs, babysitting, working in family businesses, mowing lawns or refereeing town recreation games. Others will experience the work world soon. Teenagers need to know how to behave in this new arena, and what their responsibilities are. This lesson will give them valuable information about the work world, and offer a safe haven in which to practice handling different workplace situations.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
 - **Student Handbook page 105, Case Study**
 - **Student Handbook page 106, What Every Teen Worker Needs to Know (Responsibilities)**
- Select a volunteer in advance to participate in the Workplace Skit in **Activity II**. Prior to class, explain to the volunteer that he/she will be playing the role of the employer, while you will be acting as the employee. During this skit you will be purposely demonstrating incorrect workplace behavior. The student's job is to try to stay calm and follow the script outlined on **Facilitator Resource 1, Workplace Skit**.
- Decide on how you want to group the students for **Activity III, Workplace Responsibilities**.
- If desired, have small prizes on hand to award for each group creating a complete set of rules in **Activity III**.

BACKGROUND INFORMATION

Students entering the workforce may lack experience in workplace etiquette such as showing up on time, reporting absences, dressing appropriately, and limiting personal phone calls. They may also need coaching on workplace attitudes in order to recognize entry-level jobs as places to learn transferable skills and begin a work history. Finally, they may not be aware of employers' obligations toward them concerning issues like sexual harassment, wages, working

hours, and workmen’s compensation. Teens may need help negotiating complicated employment issues as they work side by side with adults for the first time. (You’ll find more about the rights of teen employees in the next lesson.)

For more information on the legal aspects of teen employment, please visit <http://www.osha.gov/SLTC/teenworkers/index.html>, and <http://www.youthrules.dol.gov>.

IMPLEMENTATION OPTIONS

Activity III, Workplace Responsibilities:

Make sure students know from the outset that the Case Study must be a school-appropriate business. If you feel this is going to be an issue, feel free to supply your students with several ideas from which to choose. (It may also be helpful to set a time limit for choosing a company name and type of business.)

If your students function poorly in groups, you may prefer to do this as a whole-class activity.

For lower-level learners, you can abbreviate the set-up: “You’re a boss at such-and-such a company, and most of your workers are high school kids. Your job is to create a set of rules so that they know what’s expected in the workplace.”

Students who finish early may create a consequence for each rule they’ve created.

If you find this lesson takes less than a full class period, you may wish to present a scenario or two from next week’s lesson. (Use the “Responsibility” scenarios with this lesson.) Read a scenario aloud and have teams brainstorm the best solution.

In **Activity II, Workplace Skit and Discussion**, feel free to improvise the skit as described on **Facilitator Resource 1, Workplace Skit**.

ACTIVITY STEPS

I. Warm Up: Work World (5 minutes)

1. [Greet students and ask, by a show of hands, which students have ever had a job. Remind them that babysitting, mowing lawns, or walking a neighbor's dog counts. When hands go up, ask the "workers" what they liked, and didn't like about their jobs. Were there certain things they had to do? Were there other things they couldn't do? How did they know what was, or wasn't, acceptable behavior?]

[When students have answered, use their responses to point out that when you have a job, certain things are required of you, and you must know what they are to succeed. In addition to fulfilling your obligations, you must also behave appropriately and be aware of how your actions will affect the other people in your workplace.]

II. Workplace Skit and Discussion (10 minutes)

1. [Have a student volunteer act out the skit as described in **Facilitator Resource 1, Workplace Skit**. (See **PREPARATION**.) Explain to the class that you will be playing the role of employee, while the student will be playing the role of your boss. Ask the class to notice how you act during this skit and to take note of how your boss reacts.]
2. [After the skit, ask the students what they thought of your behavior. How did your behavior affect your boss? How might it have affected business? Ask students if they would have wanted to work with you.]

SAY SOMETHING LIKE: Because I was performing in a skit, I intentionally pushed my behavior to the limit. But people do things all the time at work that are similar. For example, when I told my boss that filing papers isn't my dream job, I made it obvious that I felt bored. How might a worker do this in real life? (sigh loudly, mutter under their breath, etc.)

And what about talking loudly on a cell phone? What are some things a worker might do that would give the boss the idea that they're not working very hard?" (take too many breaks, fool around, come back from lunch an hour late, etc.)

3. [Ask students to brainstorm other ways people might get into trouble at work, and quickly list these items on chart paper or the board.]

III. Workplace Responsibilities (15 minutes)

1. **SAY SOMETHING LIKE:** In this next activity, I'd like you to take a look at the workplace from the employer's perspective.
2. [Group students in teams, and refer them to **Student Handbook page 105, Case Study**. Have students follow along as you read aloud. Their task is to come up with two rules for each category, one to correct the problem given as an example, and another to correct a similar problem—same category. Give groups a structure (for example, each person offers a suggestion in turn, in the order in which they're sitting) for accomplishing their work, perhaps having them select a recorder to take notes and a reporter to share their work with the class. Allow students five to 10 minutes to come up with a list of workplace rules. Teams who come up with eight rules (all must be reasonable, easy to understand, and easy to enforce) win a small prize.]
3. [As each team reports its results, other teams should review their own lists for similar items, so that no "rule" is heard more than once.]

IV. What Every Teen Worker Needs to Know (Responsibilities) (10 minutes)

1. [Refer students to **Student Handbook page 106, What Every Teen Worker Needs to Know (Responsibilities)**. Ask them to read the items to identify any important issues they missed when creating their employee rules.

If your students' lists covered many of these points, congratulate them on having such a mature, clear grasp of the workplace. If not, use this opportunity to point out how valuable it is to think about workplace issues before you find yourself in the midst of one.]

2. [Direct students' attention to the questions at the bottom of the page, which require their opinions about workplace responsibilities. Have students complete the questions independently, then share their answers with a partner. Call on several pairs to share answers with the class.]

V. Wrap Up (5 minutes)

1. [Express to students that there's something called "a good work ethic," which means doing your job to the best of your ability, and taking responsibility for your actions.]
2. **SAY SOMETHING LIKE:** Usually, if you have a good work ethic, you will succeed in the workplace. And if you don't, you won't. The workplace is serious business, and you are there to do a job. If you give your boss attitude and expect him/her to bend the rules for you, you're less likely to get promotions, raises, and a good recommendation—and you could end up out of a job.

[Prepare them for the possibility that employers are not always angels, either.]

SAY SOMETHING LIKE: Occasionally, there are employers who try to stretch the rules, because they think teenagers won't know when it's OK to say no. But if an employer asks you to do something dangerous, or inappropriate, it's your right to refuse. We'll talk more about an employer's responsibilities to you next week.

[And last, but not least, remind students that their rights and responsibilities may differ from job to job, so it's important to be clear on what the rules are in every new workplace.]

3. [Assign **Student Handbook pages 107–108, First Job**, as homework, to find out about the first work experiences of someone they know.]

Workplace Skit

[Employee is sitting at his/her desk, drinking coffee, eating breakfast and is deeply involved in a personal phone call. The employer enters with a stack of papers.]

Employer (student): Good morning, Chris. It's good to see you today.

Employee (teacher): (Into Phone: Hold on a minute, my boss is here.)

Employer: I'd like you to file these applications alphabetically, using the applicants' last names. [Hand the employee the papers.]

Employee: [Sigh loudly and roll your eyes.] Sure, I'll get to them in a little bit. (Into Phone: OK, where were we?)

Employer: OK, just make sure that you get them filed within an hour. There are a lot of things I need you to do today.

Employee: Sure, no problem. [Goes back to phone conversation and puts feet up on top of desk.] [After an hour the employer comes back to check in on the employee. The employee is still reading from the paper.]

Employer: Chris, how is the filing coming along?

Employee: Well, I started to work on them, but then I got really bored so I decided to take a break. I mean filing papers isn't exactly my dream job.

Employer: Chris, I know that filing can be a little tedious at times, but it helps keep all of our records organized. OK, how many did you get done?

Employee: Um...I don't know about 20, I lost count. Oh, and you wanted me to file them by the person's first name, right?

Employer: [Shakes head.] No, they need to be filed by the applicant's last name.

Case Study



Name of Business: _____

Type of Business: _____

The members of your team are the owners of a small business that has been open for just one year. The rest of your employees are high-school students who work part time and on weekends.

At first, you wanted to be the kind of boss who could easily relate to your employees, who are close to you in age. Now it seems like they're totally taking advantage of you—coming in late, spending too much time on the phone, and behaving unprofessionally.

In the left-hand column, there is a problem that has already been written into the boxes. Write down another problem that could come up relating to the same issue. Then in the right-hand column, create a rule that would solve both of these problems. Once you have finished filling in the chart, create a list of rules that can be handed out to new and current employees to let them know what you expect. Be prepared to explain how each rule will solve a problem you've been having.

PROBLEM	RULE TO SOLVE IT
<p>Work Schedule Example: Employees arrive 15 minutes late.</p> <p>Another scheduling problem: _____ _____</p>	
<p>Job Responsibilities Example: The last employee at work is supposed to mop the floor before they leave. Nobody does this.</p> <p>Another job responsibility problem: _____ _____</p>	
<p>Safety Example: Employees store cardboard boxes next to the furnace. You're afraid there's going to be a fire.</p> <p>Another safety problem: _____ _____</p>	
<p>Respect for Customers & Coworkers Example: Employees talk on their cell phones while waiting on customers.</p> <p>Another respect problem: _____ _____</p>	

What Every Teen Worker Needs to Know (Responsibilities)

Read the list of responsibilities. Then write your answers to the questions below.

Teen workers have the responsibility to:

- Ask questions, and/or request training, about how to perform the job.
- Show up on time, and work assigned hours.
- Perform their assigned jobs.
- Be sober/drug free on the job.
- Call in sick if they're too ill to work.
- Follow employer's safety guidelines, and wear required protective clothing and equipment.
- Read workplace signs, and take an active role in keeping themselves safe.
- Treat coworkers and customers with courtesy and respect.
- Follow company rules and procedures.
- Work together to solve problems, and let employers know when help is needed.

1. Which responsibility above is meant to keep workers safe?

2. Which responsibility would have the biggest impact on customer satisfaction?

3. Which responsibility would contribute the most to making the business run smoothly?

4. How are these responsibilities similar to (or different from) your responsibilities as a student?

5. Which of these would you find hardest to do? Which would be easiest?

FIRST JOB

What does it feel like to get your first job? Interview someone to find out. Use the questions below to help you with your interview.

Name of person interviewed: _____

Relationship to you: _____

1. What was their first job? How old were they when they got the job and how long did they work there?

2. What were some of their responsibilities?

3. What was their favorite thing about the job? Why?

4. What was their least favorite thing about the job? Why?

5. Did they make any mistakes at work, and if so, how did they handle them?

6. What did they learn about being a good employee (worker)?

7. What advice would this person give to someone entering the workforce for the first time?

8. What, if anything, about this interview surprised you?

9. Do you think that the advice you were given about entering the workforce was helpful? Why or why not?

Workplace Rights

The **BIG** Idea

- What are my rights as an employee?

AGENDA

Approx. 45 minutes

- I. Warm Up: Work World Scenarios (10 minutes)
- II. Your Rights (15 minutes)
- III. What Should You Do? (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 31–33, Grade 9 Skills Checklist (Finding A Job skills only)
- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 109, What Every Teen Worker Needs to Know: Rights & Responsibilities
 - Student Handbook pages 110–112, What Should You Do?
- FACILITATOR RESOURCE PAGES:**
 - Facilitator Resource 1, Work World Scenarios: Employee Rights
 - Facilitator Resource 2, Work World Scenarios: Employee Rights (Answer Key)
- Overhead projector or laptop & LCD projector
- Container to hold slips for Activity I

OBJECTIVES

During this activity, the student(s) will:

- Discover that they have rights, as well as responsibilities, in the workplace.
- Discern between correct, and incorrect, ways to act on the job.
- Practice making decisions they might encounter at work.

OVERVIEW

In the previous lesson, students considered their responsibilities as employees. This lesson explores the other side of the employer-employee relationship, the rights of teen workers. First, individual students respond to hypothetical situations in the workplace. Next, they review **Student Handbook page 109, What Every Teen Worker Needs to Know: Rights and Responsibilities**, to see what rules apply. Finally, student teams consider additional workplace scenarios and come up with solutions, presenting their group's most difficult case to 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 I, Warm Up: Work World Scenarios**, write the following on the board:
Issue:
 - What is the employee's right?
 - How can the problem be resolved?
- Make transparencies of the following pages:
 - **Student Handbook page 109, What Every Teen Worker Should Know: Rights & Responsibilities**
 - **Student Handbook pages 110–112, What Should You Do?**
- Review the information on the legal aspects of teen employment at <http://www.osha.gov/SLTC/teenworkers/index.html> and <http://www.youthrules.dol.gov/>.
- Be prepared to field any workplace questions that come up, including those pertaining to sexual harassment, and be aware of issues that may need to be referred to the guidance counselor. Note that laws re: minimum wage, etc., vary from state to state. It will be helpful to your students if you know the rules that apply to them.
- Cut **Facilitator Resource 1, Work World Scenarios: Employee Rights** into strips.
- For **Activity III, What Should You Do?**, consider how you'll split the class into teams.

IMPLEMENTATION OPTIONS

Discussion in **Activity II, Your Rights**, may be shortened or lengthened to suit the needs of your students. (They'll have an opportunity to consider other workplace scenarios in **Activity III, What Should You Do?.**)

For any of the activities in this lesson, you may want to include role-playing productive ways to address and resolve workplace problems.

ACTIVITY STEPS

I. Warm Up: Work World Scenarios (10 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about your responsibilities as an employee (worker). This week, we're going to talk about your employer's (your boss's) responsibilities to you. As a worker, you have certain rights—things the government says your employer owes you. Today, we'll find out what some of those rights are.
2. [Place scenarios from **Facilitator Resource 1, Work World Scenarios: Employee Rights** into a hat or paper bag, and have a student draw a slip. Read the scenario aloud, dramatically, and refer students to these items listed on the board:

Issue:

What is the employee's right?

How can the problem be resolved?

Have students identify the issue and the employee's right in the situation. Then have them model how they might talk to the employer to resolve the problem. Use **Facilitator Resource 2, Work World Scenarios: Employee Rights (Answer Key)** for additional information about students' legal rights in each situation.]

3. **SAY SOMETHING LIKE:** Standing up for yourself isn't always easy. There are a couple of things to keep in mind when a problem comes up.
 - Telling you what to do is part of your boss's job. If all workers did only what pleased them, nothing would get done.
 - Bosses have most of the power in a situation. They're the ones who are paying you, and they can fire you if they're not happy with your performance.
 - Fortunately, the government recognizes this difference in power, and there are laws that protect your rights as a worker. The government isn't interested in every little dispute, and the law doesn't have anything to say about employers speaking to you in a mean way or expecting you to do too much work. But the law is clear about safety issues and your basic human rights.

II. Your Rights (15 minutes)

1. [Have students turn to **Student Handbook page 109, What Every Teen Worker Needs to Know: Rights and Responsibilities**. As a class, read through the list of workers' rights (above the dotted line).]

2. [Ask students to brainstorm a list of employee problems at work, and write this on chart paper. Choose several to debrief as a class: identify the issue, state the employee’s right, model what to say or do, as in **Activity I, Warm Up: Work World Scenarios**.

SAY SOMETHING LIKE: Resolving conflict at work is a lot like resolving conflict in other places. It’s important to stay cool and treat the other person with dignity and respect, even if you think they’re not treating you that way.

You may feel like storming off and quitting. One of the difficulties with that approach is that you never get good at resolving problems. And even if you can easily find another job, it’s not in your interest to leave a trail of angry and dissatisfied employers behind you. Instead, you want to build relationships with employers who can recommend you for better jobs as you get older and more experienced.

The opposite approach is not saying anything when you’re having a problem. This doesn’t work well, either. Employers can’t read your mind, and need to know when you’re having difficulties.

III. What Should You Do? (15 minutes)

1. [Divide students into teams and direct them to **Student Handbook pages 110–112, What Should You Do?**, where they’ll see a list of potential workplace situations faced by teens. Place a transparency of this page on the overhead projector, so students can follow along as you explain what to do.]

SAY SOMETHING LIKE: Now you’re ready to try resolving workplace problems on your own. You’ll have your teammates for guidance today. For Part A, I’d like you to look through the list and circle three problems that you and your teammates think would be easy to resolve. Be alert. Some of these are problems that require you to do something, like call work to let them know you’re sick. Would that be a right or a responsibility? (Responsibility)

Others are problems where you have to stand up for your rights. You don’t have to write anything on the first line for these “easy” problems. On the second line, write what you should do. [Give an example.]

2. [Give students a few minutes to write down solutions to their three easy problems.]

3. **SAY SOMETHING LIKE:** For Part B, I'd like you to put a star beside the three problems you think would be most difficult to solve. What goes on the first line? Depending on the problem, the right or responsibility that gives a clue as to the appropriate action to take. You can find a list to choose from on **Student Handbook page 109, What Every Teen Worker Should Know: Rights & Responsibilities**. Let's try one together. [Refer students to question #10 and have someone read the scenario aloud.]

Notice that it says "responsibility" on the line below. Now look at your list of responsibilities on the top of the page. Which one best describes your responsibility here? (to show up on time, and work assigned hours)

What should you do? [Have students discuss appropriate behavior, which could include the following: Thank your girlfriend for picking you up and tell her you'll meet her in the parking lot in 10 minutes. If you've been working really hard and never leave early, you could ask your boss if it's OK to go. Under no circumstances should you leave without getting an OK, or leave if it means dumping your coworkers with extra work.]

4. [Allow students to work in their groups for five minutes. When time is up, ask for volunteers to describe one of the situations they chose, the right or responsibility they identified, and their solution.]

IV. Wrap Up (5 minutes)

1. [Express to students that, occasionally, people in the workplace try to take advantage of teens, because they think teenagers won't know their rights.]
2. **SAY SOMETHING LIKE:** Don't let that happen to you. If an employer asks you to do something dangerous or unfair, it's your right to refuse, knowing that the law is on your side. If you find yourself in a situation where you're not sure what to do, ask an adult for help figuring it out.
3. [Also, remind students that their rights and responsibilities may differ from job to job, so it's important to find out the rules and expectations in every new workplace.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 31–33, Grade 9 Skills Checklist**. Have students complete the skills checklist questions for Finding a Job skills.

FINDING A JOB

I can ...

Identify places that hire teens.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give examples of how my experiences match skills needed to do a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Fill out a job application.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Answer interview questions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Ask good questions in a job interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Recognize my rights and responsibilities in the workplace.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

Work World Scenarios: Employee Rights

Tashawn, 18, works for the city recreation department. He and his coworkers are painting the floor of the rec center gym. The paint fumes give Tashawn a headache, and he has reported this problem to his boss. Last week, his boss said he would look into getting respirators so the workers wouldn't have to breathe the paint fumes. So far nothing has been done. Today one of Tashawn's coworkers went home sick from the fumes. What should Tashawn do?

Natasha, 15, works at a clothing store. This week, her manager scheduled her to work on Wednesday from 3 p.m. to 9 p.m. What should she do?

Justin is 15 years old. He just got his first job and is working at a restaurant. His new manager assigns him to work in the kitchen, operating the deep fat fryer. His manager shows him how to use the fryer. Justin is not sure of the instructions and is worried about getting burned. What should he do?

Nicole has a summer job at an amusement park. Over the 4th of July holiday weekend, the park is very busy and Nicole winds up working extra hours. Later, her boss tells her that the company can't pay her for her extra work. Instead, he offers her free tickets to the park. What should Nicole do?

Imani is Muslim, and she wears a hijab (head scarf) as part of her religion. Her manager at the grocery store where she works tells her that the store has a "no hats" policy, and that she must remove the hijab while she is working. What should Imani do?

Work World Scenarios: Employee Rights (Answer Key)

1. Tashawn, 18, works for the city recreation department. He and his coworkers are painting the floor of the rec center gym. The paint fumes give Tashawn a headache, and he has reported this problem to his boss. Last week, his boss said he would look into getting respirators so the workers wouldn't have to breathe the paint fumes. So far nothing has been done. Today one of Tashawn's coworkers went home sick from the fumes. What should Tashawn do?

If a worker notices a safety hazard at work, he should first report it to his supervisor. If his concerns are not addressed, he can file a complaint with the Occupational Safety and Health Administration or state labor offices. It is illegal for employers to fire employees for reporting workplace safety problems.

(Source: www.osha.gov/SLTC/teenworkers/index.html)

2. Natasha, 15, works at a clothing store. This week, her manager scheduled her to work on Wednesday from 3 p.m. to 9 p.m. What should she do?

Natasha can only work these hours during the summer, so she should talk to her boss. Fourteen- and 15-year olds can work only during hours when school is not in session, and no earlier than 7 a.m. and no later than 7 p.m. (From June 1 through Labor Day, they may work until 9 p.m.) Teens in this age group may work no more than:

- 3 hours on a school day
- 18 hours in a school week
- 8 hours on a non-school day, and
- 40 hours in a non-school week.

There are no restrictions on the work hours of youth age 16 or older.

(Source: www.youthrules.dol.gov)

3. Justin is 15 years old. He just got his first job and is working at a restaurant. His new manager assigns him to work in the kitchen, operating the deep fat fryer. His manager shows him how to use the fryer. Justin is not sure of the instructions and is worried about getting burned. What should he do?

Teens younger than 16 are allowed to work in restaurants but are not permitted to cook, except at soda fountains, lunch counters, snack bars, and cafeteria serving counters. Teens also have the right to say "no" to job assignments that threaten their safety. Justin should let his boss know that one of his older coworkers needs to perform this work.

(Source: www.osha.gov/SLTC/teenworkers/index.html)

4. Nicole has a summer job at an amusement park. Over the 4th of July holiday weekend, the park is very busy and Nicole winds up working extra hours. Later, her boss tells her that the company can't pay her for her extra work. Instead, he offers her free tickets to the park. What should Nicole do?

All workers, including teens, have the right to be paid for all of their work. If a worker believes her paycheck is wrong, she has the right to question her employer about her pay. Nicole should let her boss know she's entitled to additional pay.

(Source: www.osha.gov/SLTC/teenworkers/index.html)

5. Imani is Muslim, and she wears a hijab (head scarf) as part of her religion. Her manager at the grocery store where she works tells her that the store has a "no hats" policy, and that she must remove the hijab while she is working. What should Imani do?

Imani may request a religious exception to the "no hats" policy. It is her responsibility to explain to her employer that the reason she is asking for the exception is so that she can observe her religion.

(Source: www.youth.eeoc.gov)

What Every Teen Worker Needs to Know: Rights and Responsibilities

RIGHTS

Teen workers have the right to:

- Minimum wages and overtime pay specified by the government. (Rules vary from state to state.)
- A safe workplace.
- Breaks during the work day. (Rules vary.)
- Job assignments and hours that are legal for teens.
- Job assignments appropriate to their age and experience.
- Payment for medical bills if they're hurt on the job.

Employers must provide a workplace where all workers can:

- Work with freedom from racial or religious harassment.
- Work with freedom from sexual harassment, including inappropriate personal questions or physical contact.
- Refuse to perform any job that could be harmful to life or health.
- Ask for an explanation of their paycheck.
- Speak up without punishment for reporting a workplace safety or discrimination problem.
- Read and ask for an explanation of any papers they're asked to sign.

Workplace rights are based on OSHA (Occupational Safety and Health Administration) and FLSA (Fair Labor Standards Act) guidelines.

For more information, visit <http://www.osha.gov/SLTC/teenworkers/index.html> and <http://www.youthrules.dol.gov>.

RESPONSIBILITIES

Teen workers have the responsibility to:

- Ask questions, and/or request training, about how to perform the job.
- Show up on time and work assigned hours.
- Perform their assigned jobs.
- Be sober/drug free on the job.
- Call in sick if they're too ill to work.
- Follow employer's safety guidelines, and wear required protective clothing and equipment.
- Read workplace signs, and take an active role in keeping themselves safe.
- Treat coworkers and customers with courtesy and respect.
- Follow company rules and procedures.
- Work together to solve problems, and let employers know when help is needed.

What Should You Do?

#1. You're scheduled to work from 9:00 to 3:00, but your friends want you to go with them to a 2:30 movie.

Responsibility: _____

What should you do?: _____

#2. You wake up with a fever. All you can think about is going back to sleep.

Responsibility: _____

What should you do?: _____

#3. Your boss asks you to use a cutting machine you've never even seen before.

Right: _____

What should you do?: _____

#4. A coworker asks you for a date, and you refuse. S/he gets angry and calls you hateful names.

Right: _____

What should you do?: _____

#5. Your boss tells you to clean up some chemicals that spilled. The fumes make you feel sick.

Right: _____

What should you do?: _____

#6. You get a flat tire on the way to work. You can change it, but it will take time.

Responsibility: _____

What should you do?: _____

#7. Your friend at work has a job you like better than yours. One day she suggests that you switch.

Responsibility: _____

What should you do?: _____

#8. There's a poster about work safety in the lounge, but you've never bothered to read it.

Responsibility: _____

What should you do?: _____

#9. Your boss tosses you his keys and says to move his truck to the back of the warehouse. You don't have a license.

Right: _____

What should you do?: _____

#10. Your girlfriend is picking you up from work. She calls your cell phone and says she's outside, waiting. You've finished for the day, but you're not supposed to leave for another 10 minutes.

Responsibility: _____

What should you do?: _____

#11. You're bussing dinner tables at a restaurant. The bartender says "don't tell" and gives you a beer.

Responsibility: _____

What should you do?: _____

#12. You slip at work and break your arm. The bills are enormous.

Right: _____

What should you do?: _____

#13. You hate the way you look in the goggles you're required to wear. You take them off whenever that cute new guy/girl at work walks by.

Responsibility: _____

What should you do?: _____

#14. Your boss explains how to back up your data on the new computer, but you aren't sure you understand.

Responsibility: _____

What should you do?: _____

#15. You sold shoes all day today, from 10:00 until 5:00, without stopping for a minute. You didn't eat lunch and now you're dizzy.

Right: _____

What should you do?: _____

#16. At the end of the week, you figure out how much money you earned, but when you get your paycheck, it's much less.

Right: _____

What should you do?: _____

#17. You apply for a job and the interviewer asks where you go to church.

Right: _____

What should you do?: _____

#18. Your boss asks you to sign a contract that's complicated and full of legal terms. You hesitate, not knowing what it is. She gets annoyed, and says, "Everyone signs it. It's fine!"

Right: _____

What should you do?: _____

MONEY MATTERS

Lesson Descriptions

Money Matters 1: Real-Life Budget I

How can creating a budget help me manage my money?

What kind of lifestyle can I afford with a high school education?

Money Matters 2: Real-Life Budget II

How can creating a budget help me manage my money?

What kind of lifestyle can I afford with additional postsecondary education?

PLANNING PYRAMID

GRADE 9, Unit 7, Money Matters



Some Students Will:

- Rework their sample budgets to accommodate unexpected income or expenses.
- Calculate 30% of gross monthly income, rent or mortgage, and car payment to determine payroll deduction/net income, household expenses, and the cost of maintaining a vehicle.

Most Students Will:

- Rework a budget to match net income, selecting cheaper housing and transportation options as needed.
- Understand the limitations of an entry-level salary.
- Understand that careers requiring postsecondary training provide a more comfortable lifestyle than those that require only a high school degree.

All Students Will:

- Choose local housing and transportation options as well as leisure items.
- Add expenses and compare the total to net income for a career available with a high school diploma.
- Add expenses and compare the total to net income for a career available with postsecondary training.

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.

For more about Roads to Success, visit www.roadstosuccess.org.

Did you know?

Almost 16 million families had at least one child over 18 living at home in 2003, up 7% from 1995 and 14% from 1985.

Experts say the rising costs of education and housing contribute to this trend.

Source: USA Today

Beginning salaries sound huge to young people who've never been responsible for paying the bills. Teens may expect fabulous apartments, sporty cars, and lots of luxuries as the logical result of hard work. Real life can be a real shock.

How can parents help prepare kids for life on their own? Things to discuss with your high school student:

Know what income to expect. Students may have unrealistic expectations about how they'll support themselves. Websites like www.bls.gov/k12/ give estimated salaries for many careers.

But salaries are only part of the story. Teens may be surprised at the size of their paychecks once taxes and other deductions have been taken out. The next step is

comparing income to expenses.



Know what things cost. Looking at cost of renting an apartment, owning a car, and buying groceries is a good reality check.

Students can expect to pay about a third of their income on housing. (In many places, rent is so expensive they'll need a roommate to split the bills.) Transportation (car payment, insurance, and gas), utilities, food, clothing, and entertainment also need to be considered. See www.consumerjungle.com for tips for sharing this information with your teen.

Anticipate monthly payments for student loans. Student loans are a pretty good deal for students who want to attend college. But monthly payments take a big bite out of take-home pay for young people who are just starting out, and it's good to know what to expect.

Stay out of credit card debt. 2/3 of people with credit cards don't pay them off every month. Interest on the unpaid balance and late fees can really add up! The Consumer Jungle website explains it this way: Suppose you are a 22-year-old with \$5,000 in credit card debt at 18% interest. If you pay only the minimum payment each month, you'll be 50 by the time it's paid off. Don't use a credit card for things you don't really need. Don't use a credit card unless you can pay it off each month.

Grade by Grade: Money in the Classroom

9th-grade Roads to Success students participate in two real-life lessons in budgeting. In the first, they pick a monthly salary based on a job they could get with a high school degree. In the second, they can choose a career from one of three groups: degree

from a community college or tech school, 4-year college, or college plus more education (like medical school or law school).

There are two important lessons here. One is that education after high school provides more

career options, often with better salaries. The second is that few recent graduates have jobs that allow them to buy everything they want. Saving, planning, and self-restraint are keys to a bright financial future.

Real-Life Budget I

The **BIG** Idea

- How can creating a budget help me manage my money?
What kind of lifestyle can I afford with a high school education?

AGENDA

- Approx. 45 minutes
- Warm Up: You're Making Money! (5 minutes)
 - Deductions (10 minutes)
 - Imagine Your Life (10 minutes)
 - Real Life, Real Budget (15 minutes)
 - Wrap Up (5 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 113, Monthly Budget Worksheet 1
 - Student Handbook page 114, Expenses Worksheet 1
 - Student Handbook page 115, Percentage Calculator (optional)
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Monthly Salary Cards (your state only)
 - Facilitator Resource 2, You Choose: Housing (one per student, your state only)
 - Facilitator Resource 3, You Choose: Transportation, Leisure Items (one per student)
- Calculators (one per student)

OBJECTIVES

During this lesson, the student(s) will:

- Determine expenses, including those based on choices for housing, transportation, and leisure items.
- Develop, analyze, and revise a budget based on actual incomes and expenses.

OVERVIEW

In this lesson, students discover how they could make and maintain a budget in the real world. Students will be given an actual monthly salary for a career that could be attained with a high school degree. Then they'll learn about the percentage of income that's subtracted for taxes, and the difference between their gross and net incomes. Next, students will determine their expenses, including those based on choices they make about their housing, transportation, and leisure items. Finally, they'll compare their monthly net income and expenses, and determine if they have a monthly balance or if they need to cut down expenses by making different choices.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
 - **Student Handbook page 113, Monthly Budget Worksheet 1**
 - **Student Handbook page 114, Expenses Worksheet 1**
 - **Student Handbook page 115, Percentage Calculator**
- Print out **Facilitator Resource 1, Monthly Salary Cards** for your state and cut out the individual cards.
- Create packets of housing, transportation, and leisure items for each student, using **Facilitator Resource 2, You Choose: Housing** for your state only, and **Facilitator Resource 3, You Choose: Transportation and Leisure Items**. (Note, if you prefer, you may create a class set of packets and reuse from class to class.)

Note: **Facilitator Resource 1** provides career descriptions and salaries based on information from RUPrepareND.com. **Facilitator Resources 2 and 3** provide choices for housing, transportation, and leisure items, which students select to create annual budgets. Local housing options have been provided for urban and rural areas of North Dakota. You may wish to provide alternatives specific to your region, updated to reflect current prices.

BACKGROUND INFORMATION

Most students have some experience with income, whether it's an after-school job or an allowance, as well as spending, such as downloading music or buying clothes. But as they begin to think about life after high school, it's important they learn how incomes and expenses compare. They should begin to recognize some of the expenses they'll face on their own, as well as how far a monthly salary can go to cover these expenses. By using sample monthly salaries and living expenses, students will begin to appreciate the challenge of making an income cover their expenses. They'll also begin to understand how budgets can help them plan and set realistic goals.

VOCABULARY

Budget: A plan that helps people track spending so they can get the things they need and want without running out of money.

Deductions: Money taken out of your income for taxes.

Expense: What you spend money on.

Gross income: The money you earn *before* taxes are taken out.

Income: The money you have coming in.

Net income: Your “take home” pay or paycheck amount; the money you earn *after* taxes are taken out.

IMPLEMENTATION OPTIONS

Most students will need careful explanation of the budgeting process. These tips are based on facilitators' experience in previous years:

- Have students consider whether they're adding or subtracting, and why. You may want to point out that the purpose of **Student Handbook page 114, Expenses Worksheet 1**, is to add up all of their expenses for the month. Their total on this worksheet will be included on **Student Handbook page 113, Monthly Budget Worksheet 1**, where they'll subtract taxes and expenses from their gross monthly income to find out if they can afford everything they want.

- Students' abilities to perform calculations will vary greatly. You may want to designate good math students as "team leaders" to provide assistance as needed.
- To minimize paper shuffling, some facilitators had success walking students through their choices one category at a time, setting a time limit for housing and having students star their choice before moving on to the next category. Students should select no more than three leisure items.
- Three-year car loans have been listed for used cars, with five-year car loans for new cars.
- On **Student Handbook page 114, Expenses Worksheet 1**, item F, students shouldn't worry too much about assigning expenses to the correct category. For example, highspeed Internet and premium cable are a leisure items, but could be legitimately categorized as entertainment.

If your students find the housing costs, transportation costs, leisure time, and grocery calculations challenging, you can skip clothing, entertainment, and other expenses or suggest a reasonable amount for each.

Students can also learn more about the careers featured in this lesson by exploring Choices Planner and Choices Explorer at RURReadyND.com. The salary cards in both real-life budgeting lessons were adapted from information from RURReadyND.com.

This lesson and the one that follows require students to do basic addition and subtraction. Students are also required to calculate percentages, as follows:

- 30% of gross monthly income = payroll deductions
- 30% of rent or mortgage = monthly household expenses
- 30% of monthly car payment = vehicle maintenance and insurance

Calculating percentages has potential as a teachable moment to show students the value of skills taught in math class. Some students will struggle with this, so you'll want to provide enough assistance so that everyone can create a budget without spending an undue length of time on calculations.

Here's a list of options, in order of least assistance to most.

OPTION 1

Remind students how to calculate percentages as follows:

1. **SAY SOMETHING LIKE:** Many students (and even some adults) find calculating percentages to be intimidating, but it's a great skill to have. Not only will you be able to find out how much will be deducted from your paycheck for taxes, but you can figure out the sale price of something that's 30% off, right in the store, with no calculator and no multiplying.
2. **SAY SOMETHING LIKE:** Here's the trick. Let's say your gross income for the month is \$1,670. Do I have any math experts who can tell me what 10% of \$1,670 is? [At least a few of your students will know that it's \$167—you're just dividing by 10 or moving the decimal point.] What about 10% of 2,360? [\$236] What about 10% of \$5,240? [\$524] Anybody see a pattern here?

[On the board, write:

$$10\% \text{ of } \$1,670 = \$167$$

$$10\% \text{ of } \$2,360 = \$236$$

$$10\% \text{ of } \$5,240 = \$524]$$

If we already know what 10% is, how can we figure out what 20% is? [Add 10% + 10%; in the first example \$167 + \$167.] How about 30%? [Add 10% + 10% + 10%, or \$167 + \$167 + \$167.]

[On the board, write:

$$20\% = 10\% + 10\%$$

$$30\% = 10\% + 10\% + 10\%]$$

By the way, I don't expect you to become an expert at percentages in a single lesson. Who can you ask if you need more help?

OPTION 2

Direct students to optional **Student Handbook page 115, Percentage Calculator**, and use the overhead projector to model how to use it.

OPTION 3

Provide students with calculators and talk them through the steps to calculate 30%.

OPTION 4

Pre-calculate 30% of all figures, and write these amounts in a different color on the career cards as well as the list of housing and transportation choices.

ACTIVITY STEPS

I. Warm Up: You're Making Money! (5 minutes)

1. **SAY SOMETHING LIKE:** Today we're going to travel ahead in time about four years. Are you ready? Let's go.

Congratulations! You've graduated from high school, and you're ready to make it on your own in the real world. Of course, your first step is to get a job. The good news is, you don't even have to interview. I'm going to hand you a card for a job you could get right out of high school.

Every card includes the name of a career, a description of the job, and the starting monthly salary. Take a minute to read about your new job.

[Hand out a card to each student.]

2. **SAY SOMETHING LIKE:** The monthly salaries on these cards range from about \$1,000 to \$3,140. Think that sounds like a lot? In this lesson, we're going to find out just how far that salary goes. You're going to create a **budget**, or a plan for spending money. The first step is to figure out your **income**, or the money coming in. And that all depends on the card you're holding in your hand.
3. **SAY SOMETHING LIKE:** The next step is to determine your **expenses**, or the things you spend your money on. What are some things you'll spend money on when you're on your own?

[Write their answers on chart paper. If students need help, encourage them to think about where they'll live, how they'll get to work, what they'll do if they get sick, and things they might like to do for fun.]

4. **SAY SOMETHING LIKE:** The items on this list are expenses, or things you spend your money on. Figuring out your expenses is the next step in setting up a budget. The challenge is to make sure your income, or the money you bring in, can cover the things you need, or your expenses.

II. Deductions (10 minutes)

1. **SAY SOMETHING LIKE:** Let's say your monthly salary is \$2,000. That means you have \$2,000 to spend on expenses, right? Not exactly. Your salary is different from your "take home pay" or paycheck, because money is deducted, or taken out, of every paycheck you earn. These are called "**deductions.**" Does anyone know what deductions pay for?

That's right—taxes. The main taxes deducted from your paycheck are federal income tax, state and local income tax, and Social Security tax. Federal, state, and local income taxes pay for things like roads, the military, schools, parks, and police and fire services. Social Security tax helps pay benefits to people who are disabled or retired.

2. [Ask students to guess what percentage is taken out of a typical monthly paycheck. They might be surprised to learn that about 30% is deducted. Explain that the amount taken out depends on different factors like where you live, how much you make, and how many people are financially dependent on you, such as children.]

3. **SAY SOMETHING LIKE:** Let's figure out your actual paycheck if 30% is deducted for taxes. Say your monthly salary is \$2,000. That's your **gross income**—or the money you earn before taxes are taken out. Your taxes are based on your gross income.

[Project a transparency of **Student Handbook page 113, Monthly Budget Worksheet 1**, for the class to see. Refer students to this page. On line A, Gross Monthly Income, write \$2,000.]

4. **SAY SOMETHING LIKE:** Now let's figure out your deductions. If 30% is deducted for taxes, you can calculate the deductions by multiplying your gross income by 30% or 0.3. Use your calculators to see what the deductions would be.

[On the transparency, write \$600 next to line B, Deductions.]

5. **SAY SOMETHING LIKE:** So how much money will be in your paycheck? You're having money taken out of your pay for taxes, so subtract your deductions from the gross income. What's left is your **net income**.

[On the transparency, write \$1,400 next to line C, Net Monthly Income.]

6. **SAY SOMETHING LIKE:** Now it's your turn. Look at the monthly salary on your salary

card. This is your gross monthly income. Write this on line A.

Then use your calculators to determine your deductions and your net monthly income. First, multiply your salary by 0.3. Write that amount on line B. Then subtract line B from line A to get your net income.

7. **SAY SOMETHING LIKE:** Are you surprised at the difference between your salary and what you actually get to take home?

In the next activity, you will figure out how you're going to spend that paycheck. Remember, the point of this game is to make sure we have more money coming in (income) than going out (expenses).

III. Imagine Your Life (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've figured out your monthly paycheck, how are you going to spend it? Where will you live? How will you get around? What will you do for fun?

[Distribute packets of housing, transportation, and leisure item choices you've created using **Facilitator Resource 2, You Choose: Housing** for your state and **Facilitator Resource 3, You Choose: Transportation and Leisure Items.**]

Look through these handouts and choose one option for housing, one for transportation, and up to three "leisure items." (These are some of the "fun" things you might hope to have as an adult.)

A couple of things to note:

- A place to live will probably be your single biggest expense, so we've given you the option of living at home with your family (and giving them a little rent money) or sharing your space with roommates and dividing the rent between you.
- Also, you'll note that some of the leisure items are too expensive to buy in a single month, so we've divided the payments up so you can pay for them a little bit at a time. (In real life, it's very expensive to do this. Credit card companies charge interest and if you spread out the payments, your purchase can cost many times its original price.)
- [If students ask why someone would rent when it's just as cheap to own, explain that buying your own home usually requires a big payment before you move in—often 10% of the purchase price or more.]

2. [Have students share some of their choices with a partner.]
3. **SAY SOMETHING LIKE:** What are some of the choices you made? How did you decide what house, car, or leisure items to choose? Do you think you'll be able to afford your choices?

IV. Real Life, Real Budget (15 minutes)

1. [Project a transparency of **Student Handbook page 114, Expenses Worksheet 1**, and refer students to this page. As you discuss each step below, model the process by writing in an amount based on the available choices and describing what you're doing.]

SAY SOMETHING LIKE: Now it's time to figure out if you can afford the things you chose. The first step is to fill in your expenses based on your choices. First, look at your housing choice. You'll notice there's either a mortgage or rent listed. A mortgage is a payment you make in order to own an apartment or a house. When someone else owns the apartment or house, you pay the owner rent. Fill in your mortgage or rent in the first line under "Housing Costs."

2. **SAY SOMETHING LIKE:** Of course, when you live someplace, you also have to pay for things like electricity, heat, and a telephone. Let's figure out your household bills.

[Show students how to calculate their household bills. They can estimate these will be about 30% of their monthly rent or mortgage payment. To calculate their household bills, they can multiply rent or mortgage by 30% or 0.3. Have students fill in this number on their worksheet. Then have them determine their total housing costs. Remind them that they're adding rent plus the extra expenses of running a household.]

3. [Next, have students look at their transportation choice and decide whether they want a new or used car. Show them where to fill in their monthly payment on the worksheet. Explain that if they have a car, they'll also have to pay for things like gas, insurance, taxes, and repairs. 30% of a monthly car payment is an estimate of how much it costs to run a car—so students will once again multiply their monthly payment by 30%, or 0.3, to determine this cost. This is another addition problem—adding the cost of owning a car to the cost of their car payments. Have them total their transportation costs.]

4. **SAY SOMETHING LIKE:** Does it seem like things are starting to add up? Let's not forget those leisure items! [Have students add these expenses to their worksheet.]
5. [Next, have students determine their monthly grocery total. Explain that this amount should be a minimum of \$250. They can add \$5 for any meal they want to eat at a fast-food restaurant, and \$20 for every meal they want to eat in a fancier restaurant. Have students add their grocery total to the worksheet.

(Note: if students find it hard to believe they'll spend \$250/month on food, tell them this amounts to about \$8.30 a day. Lunch at a fast-food restaurant is probably about \$5, a soft drink another \$1. If lunch and a soda cost \$6, they'd have \$2.30 left to pay for breakfast and dinner!]

6. [Then have students determine what they'll spend on clothing each month. This amount can vary, but they must include something. Talk about the cost of some typical items, such as jeans (\$50) and sneakers (\$100). Encourage them to be realistic about how often they'll shop for these things. Have students add their total to the worksheet under "Clothing."]
7. [Finally, have students talk about expenses they might have in the final two categories of the worksheet. For example, "entertainment" might include things like buying music or going to the movies with friends. "Other expenses" might include things like getting a haircut, toiletries, and cleaning supplies. As you brainstorm these expenses, write each activity or item and its cost on chart paper.]
8. **SAY SOMETHING LIKE:** Now it's time to add up all our expenses. [Have students use their calculators to determine their Total Monthly Expenses.]
9. **SAY SOMETHING LIKE:** The real question is, does your income cover these expenses? Turn back to your Monthly Budget Worksheet and write your Total Monthly Expenses on line G.

[Project a transparency of **Student Handbook page 113, Monthly Budget Worksheet 1**, and refer students to this page.]

10. **SAY SOMETHING LIKE:** Now it's time to compare your monthly expenses to your net monthly income. Are your expenses less than your income? If so, that's great! Subtract your expenses from your income to determine your monthly balance. You have money left to save or spend!

If your expenses are *more* than your income, then you can't pay your bills! Go back and make different choices for housing, transportation, or leisure items. [Using the figures you've chosen, show students how to do this. For example, "I really, really want my own car, but I'm \$300 over budget. Maybe I need to find a cheaper apartment or live with my parents if this is my priority."]

Do this until your monthly expenses are the same or less than your monthly income. Remember, if you really want something in one category, like a special car, you might have to give up things in other categories, like that house and fishing boat.

[At this point, you may want to pair students to help each other come up with a budget that works for their income.]

V. Wrap Up (5 minutes)

1. SAY SOMETHING LIKE:

- What surprised you about this activity? Did your monthly salary go as far as you thought it would at the beginning of the lesson?
- If your income didn't cover your expenses, what are some adjustments you had to make?
- If you had money left over, do you think you would spend it on extra things or save it? Why?
- What are some ways you could adjust your budget to afford a bigger house, a more expensive car, or an additional leisure item? (*You could do this by cutting back on expenses; saving money each month; or getting a second job, a promotion, or a new job with a higher salary.*)

[Let students know that next week they'll have a chance to check out what lifestyle changes they might expect if they decide to complete additional education after high school.]

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<p>Home Appliance Repairer High School Degree</p> <p>Repairs, adjusts, and installs all types of electric household appliances and tools. Observes appliances during operation and examines mechanical and electrical parts to diagnose a problem. Replaces worn and defective parts, such as switches, bearings, belts, gears, and wiring on appliances.</p> <p>Monthly salary (entry level): \$1733</p>	<p>Baker High School Degree</p> <p>Mixes and bakes ingredients according to recipes to produce breads, pastries, and other baked goods. Goods are produced in large quantities for sale in businesses such as grocery stores.</p> <p>Monthly salary (entry level): \$1366</p>
<p>Bank Teller High School Degree</p> <p>Receives and pays out money in a financial institution. Keeps records.</p> <p>Monthly salary (entry level): \$1534</p>	<p>Brickmason High School Degree</p> <p>Sets bricks, concrete blocks, masonry panels, and other masonry materials to construct or repair walls, partitions, arches, sewers, and other structures.</p> <p>Monthly salary (entry level): \$3088</p>
<p>Bus Driver High School Degree</p> <p>Drives a bus to transport passengers from place to place within a city or town or from city to city. Drives vehicles over routes and to specified destinations according to time schedules. Helps passengers with baggage, and collects tickets or cash fares.</p> <p>Monthly salary (entry level): \$1746</p>	<p>Cashier High School Degree</p> <p>Receives payments, issues receipts, handles credit transactions, accounts for the amounts received, and performs related duties in a wide variety of businesses. Resolves customer complaints. Answers customers' questions and provides information on policies.</p> <p>Monthly salary (entry level): \$1296</p>

<p style="text-align: center;">Data Entry Keyer High School Degree</p> <p>Operates keyboards or other data entry devices to input data into a computer or onto disk, tape, or card. Duties include coding and verifying alphabetic or numeric data. Compiles, sorts, and verifies the accuracy of data to be entered. Deletes incorrectly entered data.</p> <p style="text-align: right;">Monthly salary (entry level): \$1589</p>	<p style="text-align: center;">Fast Food Cook High School Degree</p> <p>Prepares and cooks food in a fast food restaurant with a limited menu. Duties are typically limited to one or two basic items requiring short preparation time.</p> <p style="text-align: right;">Monthly salary (entry level): \$1312</p>
<p style="text-align: center;">Floral Designer/Florist High School Degree</p> <p>Designs live, cut, dried, and artificial floral arrangements for individuals or for events such as weddings, banquets, and funerals. Decorates buildings, halls, churches, and other facilities where events are planned. Talks to customers about the care and handling of various flowers and plants.</p> <p style="text-align: right;">Monthly salary (entry level): \$1329</p>	<p style="text-align: center;">Home Health Aide High School Degree</p> <p>Attends to the personal health needs of elderly, sick, or handicapped persons in their homes. Provides medical care as prescribed by a physician or under direction of a home care nurse. Changes bed linens, washes patients' laundry and cleans patients' rooms.</p> <p style="text-align: right;">Monthly salary (entry level): \$1451</p>
<p style="text-align: center;">Freight/Stock/Material Handler High School Degree</p> <p>Loads, unloads, and moves freight materials at a plant, yard, or other work site. Records the number of items handled and moved using production sheets.</p> <p style="text-align: right;">Monthly salary (entry level): \$1400</p>	<p style="text-align: center;">Hotel/Motel Clerk High School Degree</p> <p>Serves hotel customers by registering and assigning rooms, issuing room keys, sending and receiving messages, making and confirming reservations, and presenting statements to and collecting payments from departing guests.</p> <p style="text-align: right;">Monthly salary (entry level): \$1313</p>

<p>Postal Clerk High School Degree</p> <p>Performs a variety of tasks in a post office, such as receiving letters and parcels; selling postage stamps, postal cards, and stamped envelopes; answering questions from the public; and placing mail in pigeon holes of mail rack or in bags according to name, address, zip code, or other scheme.</p> <p>Monthly salary (entry level): \$3982</p>	<p>Security Guard High School Degree</p> <p>Stands guard at the entrance or patrols the premises of businesses or other establishments to prevent theft, violence, or infractions of rules. Guards property against fire, theft, vandalism, and illegal entry.</p> <p>Monthly salary (entry level): \$1352</p>
<p>Short-order Cook High School Degree</p> <p>Prepares and cooks to order a variety of foods that require only a short preparation time. May take orders from customers and serve patrons at counters or tables.</p> <p>Monthly salary (entry level): \$1366</p>	<p>Telemarketer High School Degree</p> <p>Contacts customers by phone to persuade them to purchase merchandise or services. Explains features and prices of products or services. Gets information about customers, such as name, address, and payment method, and enters orders into a computer. Maintains records of contacts, accounts, and orders.</p> <p>Monthly salary (entry level): \$1310</p>
<p>Heavy Truck Driver High School Degree</p> <p>Drives trucks that carry materials weighing three tons or more. Drives trucks to transport and deliver freight, building materials, farm supplies, or other heavy cargo. Keeps a driving log according to state and federal regulations. Operates equipment on vehicles to load and unload cargo, or loads and unloads by hand.</p> <p>Monthly salary (entry level): \$2170</p>	

North Dakota Housing



BISMARCK, ND

1.5 story, 1411 sq ft of livable area. House has original oak trim around all doorways and windows. Hardwood oak floors under carpet. Large handicapped first-floor bathroom new in 2005. Roof and insulation were replaced in 2003/2005. Water heater new in 2009. All appliances stay including a stackable washer/dryer combo. Two bedrooms and large bathroom with storage cupboard are upstairs; each bedroom has its own set of stairs. Fenced in backyard. House is sound, needs some cosmetic touches and some TLC, but house is in livable condition while you pretty it up.

Cost: \$34,888

Mortgage: \$140/month

(based on 30-year fixed rate mortgage)

Share with one person: \$70/month

Source: www.realtor.com



BISMARCK, ND

This One-owner raised ranch offers hardwood floors, beautiful updated oak kitchen with eating area and bar stool seating, two bedrooms on the main level near the updated bath including Jacuzzi bathtub and shower. The 500 sq ft addition off the kitchen is framed and complete with windows and siding just waiting for electrical and drywall. This space would be incredible as master bedroom, first floor laundry/bath or a huge family room for friends and family. Lower level gives access to garage and holds laundry, storage, and finished bedroom and office area. Mature landscaping, vinyl siding, newer windows, and newer roof are just a few of the amenities.

Cost: \$177,000

Mortgage: \$750/month

(based on 30-year fixed rate mortgage)

Share with two people: \$250/month

Source: www.realtor.com



WEST FARGO, ND

Enjoy the wonderful spaces in this charming Waterbury three-story brick! The character begins with the covered stone entry to welcome guests and continues with beautiful woodwork, arched doorways, original wood doors and arched windows and beautiful hardwood floors throughout including stairs and bedrooms. The main level features a gracious foyer, beautiful living area with fireplace, large formal dining room wonderful for entertaining, spacious kitchen with large eat-in area, 1/2 bath and a large sunny solarium. The second level features large master with bath; three additional bedrooms and a beautiful remodeled full bath. The third floor has finished attic area great for fifth bedroom, study, or play room. This home is situated on a beautiful park-like large corner lot. Many updates including new furnace and AC in 2009.

Cost: \$599,000

Mortgage: \$2,525/month
(based on fixed 30-year mortgage)

Share with three people: \$631/month

Source: www.realtor.com



WEST FARGO, ND

With two bedrooms starting at \$625, The Village at Westchester is the right place at the right price. Your new home gives you furniture arranging flexibility and plenty of storage space. Cats have always been welcome and dogs are now welcome, too! Conveniently located near shopping, schools, and restaurants and with a variety of floorplans and prices, The Village at Westchester has much to offer to its residents.

Rent: \$625/month

Share with one person: \$313/month

Source: www.rent.com



WEST FARGO, ND

Fantastic starter home or investment! Two-story house loaded with character that includes original woodwork, hardwood floors, built-in appliances, and spacious updated kitchen. This residence has three bedrooms, 1,757 finished square feet, a fenced yard, and an oversized two-car garage with workshop.

Cost: \$81,000

Mortgage: \$342/month

(based on 30-year fixed rate mortgage)

Share with two people: \$114/month

Source: www.realtor.com



GRAND FORKS, ND

A beautiful row home built in 2001 that has two bedrooms and two full bathrooms with 1,460 square feet. All appliances are relatively new and come included with the house. There is a formal dining room, an eat-in kitchen, and vaulted ceilings in the living room.

Cost: \$157,900

Mortgage: \$770/month

(based on 30-year fixed rate mortgage)

Share with one person: \$385/month

Source: www.realtor.com



GRAND FORKS, ND

This lavish apartment community has much to offer. Grand Reserve offers a warm and friendly atmosphere. It is located in a quiet neighborhood minutes from the main attractions of Grand Forks. Enjoy the spacious two bedroom apartment-home with breathtaking scenery, extra amenities and services we have to offer like vallet dry cleaning, maid service, guest suite, putting green, playgrounds and much more!

Rent: \$860/month

Share with one person: \$430/month

Source: www.rent.com



BISMARCK, ND

This is a great one bedroom apartment that is tucked away in a very nice, quiet residential area. The apartment has central air and forced air furnace, newer carpet and ceiling fans, and a nice open floor plan with ample storage space.

Rent: \$395/month

Source: www.craigslist.com



MANDAN, ND

Brick-faced raised ranch with three bedrooms, three baths, formal dining room, eat-in kitchen with open family room, main floor laundry. Walkout lower level offers rec. room, office/computer room, shop/storage room, large garage. Lots of redecorating has been done, loads of built-ins, fireplace, quiet cul-de-sac location. This home has several updates in the past several years like roof, siding, furnace, etc. Large, beautiful backyard.

Cost: \$400,000

Mortgage: \$1686/month

(based on 30-year fixed rate mortgage)

Share with two people: \$562/month

Source: www.realtor.com



MANDAN, ND

A cozy 764 square foot home with two bedrooms and one bathroom. This is a freshly updated home with newer kitchen and bath, privacy fenced-in yard for summers grilling with friends, and a relaxing deck to watch the summer fun in nearby park.

Cost: \$74,000

Mortgage: \$312/month

(based on 30-year fixed rate mortgage)

Share with one person: \$156/month

Source: www.realtor.com



FARGO, ND

Spacious two bedroom and two full bathroom apartment home that is in a relaxed and secure community. Apartment comes ready with all appliances, including washer and dryer, , air-conditioning, walk-in closets, and carpeting. The facilities include clubhouse, tennis court, fitness center, and a pool.

Rent: \$785/month

Share with one person: \$393/month

Source: www.rent.com



FARGO, ND

This apartment has two bedrooms and one bathroom within 1,000 square feet. The dining area includes enough room for a four-person table, and a ceiling fan. The kitchen includes all the major appliances, and plenty of cabinet and counter-top space. The bedrooms have ample room and the master room has a walk-in closet.

Rent: \$605/month

Share with one person: \$303/month

Source: www.craigslist.com



FARGO, ND

An impressive custom built, all brick ranch walk-out home. It has beautiful cherry cabinetry and granite counters in the kitchen while the spacious formal dining room offers more space for entertaining. The living room has a temperature control fireplace with remote, surround sound, and a 50-inch TV included. The master bedroom has a large walk-in closet, beautiful bath and dual vanity, and a heated floor. Much more is included in the rest of this amazing house.

Cost: \$898,000

Mortgage: \$3,786/month

(based on 30-year fixed rate mortgage)

Share with three people: \$1,262/month

Source: www.realtor.com



FARGO, ND

This three bedroom and two bathroom house is located in a great area. It offers a spacious living room with newer carpeting and a large eat-in kitchen with newer flooring, new ceiling fan and all the appliances remain. Upstairs is the master bedroom and a nicely remodeled master bath. The lower level offers lots of storage. This home has newer windows and siding and the yard offers extensive landscaping.

Cost: \$265,000

Mortgage: \$1,117/month

(based on 30-year fixed rate mortgage)

Share with two people: \$372/month

Source: www.realtor.com



FARGO, ND

Don't miss out on this brand new home that was just completed. Situated on a great lot with nice back/side yard that backs up to a future city park. This is a three bedroom, two bath home with an attached two car garage. Features include hardwood cabinets, Shaw carpet, Whirlpool appliances, and a walkout lower level that is insulated and dry walled, and could be rented out as duplex with a separate entrance, if you wanted.

Cost: \$159,000

Mortgage: \$780/month

(based on 30-year fixed rate mortgage)

Share with three people: \$260/month

Source: www.realtor.com

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USED Ford Focus (2006)

4 door, 4 wheel drive sedan with silver exterior and black interior.

AM/FM stereo and cassette, radial tires, air conditioning, air bags, reclining seats,.

Mileage: 72,055

Cost: \$9,821

3 year loan (3.59% interest): \$288/month

Source: www.cars.com



USED GMC - Jimmy (2000)

Silver exterior, gray interior SUV.

Features include: ABS, Air Conditioning, Alloy Wheels, AM/FM Radio, Bucket Seating, CD Player, Cruise Control, Driver-Side Airbag, Leather Interior, Passenger-Side Airbag, Power Locks, Power Mirrors, Power Seats, Power Steering, Power Windows, Rear Window Defroster, Rear Window Wiper, Tilt Wheel, Tinted Glass

Mileage 171,228

Cost: \$3,999

3 year loan (3.59% interest): \$177.33/month

Source: www.cars.com



NEW Kia Rio (2012)

Four door sedan, 5 passenger capacity.

Features include: Air conditioning, AM/FM radio and CD player, power windows, rear window wiper, tinted glass, power door locks. Rear seat adjustable headrests. Driver and passenger front airbags, anti-lock brakes.

Cost: \$13,400

5 year loan (3.59% interest): \$244.30/month

Source: www.kia.com



NEW Ford Taurus (2012)

Four door sedan, 5 passenger capacity.

Features include: AM/FM radio with four speakers and cassette player; driver and passenger side airbag with dual stage deployment; child safety door locks; front reclining split bench seat with adjustable head rest; adaptive automatic transmission; tilt steering column; air conditioning.

Cost: \$35,945

5 year loan (3.59% interest): \$655.35/month

Source: www.cars.com



USED Ford F-150 (2005) XL (4 x 2 cab)

Features include: V-6 or V-8 power; manual or automatic; 4 speed automatic transmission with overdrive; comfortable interior cab; quiet ride; driver and passenger air bags; front anti-roll bar.

Mileage: 78,210

Cost: \$18,150

3 year loan (3.59% interest): \$632.55/month

Source: www.cars.com



NEW Lexus ES (2012)

Five passenger luxury sedan, Won Best Overall value in its class.

Features include: All leather interior with brown walnut trim, rain sensing wipers, daytime running lights, child safety locks for rear doors, collapsible steering column, heated and ventilated front seats, V6 engine, front-wheel drive, driver and passenger air bags.

Cost: \$36,725

5 year loan (3.59% interest): \$669.57/month

Source: www.cars.com

Leisure Items



Bose Sound Dock: \$240
\$20/month for a year



Phillips 22" Flat Screen HDTV: \$240
\$20/month for a year



Apple iPad: \$525
\$43.75/month for a year



Canon Digital Camera: \$450
\$37.50/month for a year



[Click For Larger Image](#)

Murray Designer Pool Table: \$5,000
\$416/month for a year



49 Esprit De Soleil Yanmar Marine
Power Boat: \$49,000
\$816/month for 5 years



Miami Vacation for two people (seven days): \$2,000
\$167/month for a year



SSR Dirt Bike: \$660
\$55/month for a year



Dog Care: \$30/month
For the Life of the Animal



Season Tickets: \$100



Fitness Gym Membership:
\$70/month



Optimum High-speed Internet & Premium Cable:
\$100/month

Monthly Budget Worksheet 1

Career _____ Education Level _____

Use this worksheet to subtract taxes and expenses from your gross monthly income.

Monthly Income	
A) Gross Monthly Income	\$ _____
B) Deductions (30% of A) (Multiply A by .3)	\$ _____
C) Net Monthly Income ($A - B = C$)	\$ _____
G) Total Monthly Expenses (from Expenses Worksheet on page 106)	\$ _____
H) Monthly Balance ($C - G = H$)	\$ _____

Expenses Worksheet 1

Use this worksheet to add up your expenses for one month.

Expenses: Details	Subtotal
D) Housing Costs Monthly rent or mortgage \$ _____ Household bills + \$ _____ (30% of rent or mortgage) (Multiply rent/mortgage by .3)	\$ _____ \$ _____
E) Transportation Costs Monthly payment or \$ _____ other transportation costs Vehicle maintenance + \$ _____ (30% of monthly payment) (Multiply car payment by .3)	\$ _____ \$ _____
F) Other Costs Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Groceries (at least \$250) \$ _____ Clothing \$ _____ Entertainment \$ _____ Other Expenses \$ _____	\$ _____ \$ _____
G) Total Monthly Expenses (D + E + F)	\$ _____

Percentage Calculator (optional, from previous lesson)

Knowing how to calculate percentages is a handy skill to have. Eating in a fancy restaurant? You'll need percentages to figure out the tip. Shopping at a big sale? Percentages will help you figure out what you can afford to buy.

In this lesson, you'll need percentages to figure out your take-home pay and your household and car expenses. Use the table below to help.

For example, if you make \$2,000 a month, 10% of your income is \$200. 30% of your income is \$600, as shown in the shaded boxes below.

Monthly income, house payment, or car payment	10% (Drop the last number.)	30% (Add 10% 3 times, or multiply 10% by 3.)
100	10	30
200	20	60
300	30	90
400	40	120
500	50	150
600	60	180
700	70	210
800	80	240
900	90	270
1000	100	300
1100	110	330
1200	120	360
1300	130	390
1400	140	420
1500	150	450
1600	160	480
1700	170	510
1800	180	540
1900	190	570
2000	200	600
2100	210	630
2200	220	660
2300	230	690
2400	240	720
2500	250	750
2600	260	780
2700	270	810
2800	280	840

Monthly income, house payment, or car payment	10% (Drop the last number.)	30% (Add 10% 3 times, or multiply 10% by 3.)
2900	290	870
3000	300	900
3100	310	930
3200	320	960
3300	330	990
3400	340	1020
3500	350	1050
3600	360	1080
3700	370	1110
3800	380	1140
3900	390	1170
4000	400	1200
4100	410	1230
4200	420	1260
4300	430	1290
4400	440	1320
4500	450	1350
4600	460	1380
4700	470	1410
4800	480	1440
4900	490	1470
5000	500	1500
5100	510	1530
5200	520	1560
5300	530	1590
5400	540	1620
5500	550	1650
5600	560	1680

Real-Life Budget II

The **BIG** Idea

- How can creating a budget help me manage my money? What kind of lifestyle can I afford with additional postsecondary education?

AGENDA

Approx. 45 minutes

- I. Warm Up: Movin' on Up (5 minutes)
- II. Create a New Budget (20 minutes)
- III. What Are the Chances? (15 minutes)
- IV. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist (Money Matters skills only)

STUDENT HANDBOOK PAGES:

- Student Handbook page 116, Monthly Budget Worksheet 2
- Student Handbook page 117, Expenses Worksheet 2
- Student Handbook page 115, Percentage Calculator (optional)

FACILITATOR PAGES:

- Facilitator Resource 1, Monthly Salary Cards (different from last week)
- Facilitator Resource 2, You Choose: Housing (one per student, from last week)
- Facilitator Resource 3, You Choose: Transportation, Leisure Items (one per student, from last week)
- Facilitator Resource 4, Chance Cards

- Calculators (one per student)

OBJECTIVES

During this lesson, the student(s) will:

- Determine expenses, including those based on choices for housing, transportation, and leisure items.
- Develop, analyze, and revise a budget based on actual incomes and expenses.
- Modify their budgets to handle unexpected expenses and income.

OVERVIEW

In this lesson, students will build on the previous lesson in which they learned how to make and maintain a budget in the real world. They will be given an actual monthly salary for a career that could be attained with a degree from a two-year college, four-year college, or graduate school. They'll determine their net incomes, as well as expenses based on choices they make about housing, transportation, and leisure items. Then they'll create a budget to see if their income covers their expenses, and revise their budgets as necessary. Finally, they'll be given "chance" cards—unexpected expenses and income—and modify their budgets.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Write the day's vocabulary words and definitions on the board.
- Make transparencies of the following pages:
 - **Student Handbook page 116, Monthly Budget Worksheet 2**
 - **Student Handbook page 117, Expenses Worksheet 2**
- Print out **Facilitator Resource 1, Monthly Salary Cards** and cut out the individual cards. Students may choose a card that requires a two-year, four-year, or grad school education; sorting cards will be easiest if each education level is printed on different colors of paper.

Note: Facilitator Resource 1 provides career descriptions and salaries based on information from RUPrepareND.com and the United States Department of Labor.
- Have on hand packets containing housing, transportation, and leisure items, one per student, created last week.
- Print out **Facilitator Resource 4, Chance Cards** and cut out the individual cards. Print enough copies so that there's one card per student. (Note this will require two or three copies of this page.)

BACKGROUND INFORMATION

Most students have some experience with income, whether it's an after-school job or an allowance, as well as spending, such as buying music or clothes. But as they begin to think about life after high school, it's important that they learn how incomes and expenses compare. They should begin to recognize some of the expenses they'll face on their own, as well as how far a monthly salary can go to cover these expenses. By using sample monthly salaries and living expenses, students will begin to appreciate the challenge of making an income cover their expenses. They'll also begin to understand how budgets can help them plan and set realistic goals.

By comparing this week's budget with the one created based on a career requiring only a high school degree, students should be able to see the financial benefits of a postsecondary education.

VOCABULARY

Budget: A plan that helps people track spending so they can get the things they need and want without running out of money.

Deductions: Money taken out of your income for taxes.

Expense: What you spend money on.

Gross income: The money you earn *before* taxes are taken out.

Income: The money you have coming in.

Net income: Your "take home" pay or paycheck amount; the money you earn *after* taxes are taken out.

IMPLEMENTATION OPTIONS

If students finish before the end of the class period, have them create a new budget based on the average-level salary on their card.

If time permits, have students trade Chance Cards, and see how the same circumstance affects people with different budgets and incomes.

If your students find the housing costs, transportation costs, leisure time, and grocery calculations challenging, you can skip clothing, entertainment, and other expenses or suggest a reasonable amount for each.

Part III may be adapted for lower-level learners by having them brainstorm a list of unexpected expenses, then work through one or more Chance Cards together.

Students can also learn more about the careers featured in this lesson by exploring Choices Explorer or Choices Planner at RUReadyND.com. The salary cards in both Real-Life Budgeting lessons were adapted from information from RUReadyND.com

See previous lesson, **Real-Life Budgeting I**, for tips on assisting your students with calculations.

ACTIVITY STEPS

I. Warm Up: Movin' On Up (5 minutes)

1. **SAY SOMETHING LIKE:** Welcome back to life after high school! In the last lesson, you started thinking about what it takes to make money — and pay those bills — in the real world. You may have found that it's not always easy to earn an income (the money you make at your job) and cover your expenses (the things you spend money on).
2. As an adult, what do you do if you want something that exceeds your income, like your own house — or a bigger house? What are some ways you could adjust your budget to pay for it? [Students may talk about saving money, or spending less on other expenses. Ask them to think of different ways they can increase their income, such as getting a second job, promotion, or a better job.] How would someone find a better job? (*Go back to school and get a higher degree; get more training.*)
3. **SAY SOMETHING LIKE:** I'm happy to report that you've all gone on to get some training after high school. It's up to you to decide how many more years you've spent in school — two, four, or even more. First, decide whether you want to go to a two-year college, four-year college, or even go on to graduate school. [NOTE: If necessary, tell your students what graduate school is.] Then I'll hand you a card for a job you could get based on that degree. Who would like to get a degree from a two-year college? [Have students pick a two-year degree card from a hat.] Who chooses a four-year college? [Have students randomly select a four-year degree card.] And who is willing to spend even more years — and money — in school to receive a graduate degree? [Have students randomly select a graduate school card.]
4. **SAY SOMETHING LIKE:** Every card includes the name of a career, a description of the job, and a monthly salary. For now, use the entry-level salary — this is an estimate of what you'd make right out of school. Remember, you may not earn the average level salary right away! Take a minute to read about your new job.
5. **SAY SOMETHING LIKE:** You'll probably find that the monthly salary on your card is more than what you made in the last lesson, based on jobs you get right out of high school. This probably isn't surprising. After all, you worked hard in school — and may have spent a lot of money on tuition, to earn your degree. Most importantly, you received education and training to help prepare you for more challenging jobs.

6. **SAY SOMETHING LIKE:** As you did in the last lesson, you're going to create a **budget**, or a plan for spending money, based on your new job. First, you'll figure out your **income**—the money coming in. Then you'll determine your **expenses**—the things you spend your money on. Remember, the challenge is to make sure your income can cover your expenses. And you might just want to put a little aside in savings—because in this lesson, like in real life, you never know when you might get hit with something unexpected!

II. Create a New Budget (20 minutes)

1. [Project a transparency of **Student Handbook page 116, Monthly Budget Worksheet 2**, for the class to see. Instruct students to turn to this page in their handbook.]
2. **SAY SOMETHING LIKE:** Now it's time to create a budget based on your new job—and find out how far that salary will go! First, figure out just how big your paycheck will be. Remember, the entry-level salary on your card is your **gross income**—or the money you earn before taxes are taken out. You're going to estimate that about 30% will be deducted, or taken out, for taxes. [Remind students how to calculate their deductions, by multiplying your gross income by 30% or 0.3. Let them use their calculators to figure out their deductions.]
3. **SAY SOMETHING LIKE:** So how much is your **net income**—or the money in your paycheck? [Remind students how to subtract their deductions from the gross income to determine the net income.]

[Have students turn to their packet of housing, transportation, and leisure item choices.]

SAY SOMETHING LIKE: Now that your income is higher, do you think you'll be able to afford all the great things you wanted last week? Let's find out. Like last time, you get to choose one option for housing, one for transportation, and three "leisure items."

A couple of reminders:

- You once again have the option of living at home with your family or sharing your space with roommates and dividing the rent between you.
- Payments for big leisure items have again been divided up so you can pay over a period of months or years. (Remember that in real life, it's very expensive to do this because of the interest credit card companies charge. In fact, you end up paying several times the cost of your original purchase when you buy this way.)

- [If students ask why someone would rent when it's just as cheap to own, explain that buying your own home usually requires a big payment before you move in—often 10% of the purchase price or more.]
5. [Project a transparency of **Student Handbook page 117, Expenses Worksheet 2**, and refer students to this page in their handbooks.]
 6. [Have students fill in their housing, transportation, and leisure item choices in their worksheet. Remind them how to calculate related items, such as household bills and vehicle maintenance.]
 7. [Next, have students determine their “Other Costs.” Remind students that they must add at least \$250 for groceries, with an extra \$5 for fast-food meals and \$20 for meals at nicer restaurants. They must also include something for clothing, entertainment, and other expenses. You could have students work in pairs to complete the rest of their worksheet.]
 8. [Have students use their calculators to determine their Total Monthly Expenses.]

SAY SOMETHING LIKE: Now for the moment of truth—does your new income cover these expenses? Turn back to your Monthly Budget Worksheet and add your Total Monthly Expenses.

[Project a transparency of **Student Handbook page 116, Monthly Budget Worksheet 2**, for the class to see, and refer students to this page in their handbooks.]
 9. [Have students subtract their monthly expenses from their net monthly incomes to determine their preliminary monthly balance. If they have a *positive* monthly balance, they have money left to save or spend. If they have a *negative* balance, then their income doesn't cover their expenses. Have them go back and make different choices for their housing, transportation, leisure items, or other expenses. They should do this until their monthly expenses are the same or less than their monthly incomes.]
 10. **SAY SOMETHING LIKE:** How did you do? How did you adjust your budget to cover your expenses? How much money did you have left over? Why is it important to have savings each month?

III. What are the Chances? (15 minutes)

1. **SAY SOMETHING LIKE:** Have you ever had a big expense one month that you hadn't prepared for? What are some examples of unexpected expenses you might encounter as an adult that are not included in your monthly expense sheet? What if you were invited to join friends at the beach? Or you had to pay hospital bills?

Have you ever received some extra money you weren't expecting? What did you do with it?

2. **SAY SOMETHING LIKE:** Now it's time to see how the unexpected can alter your budget. Each one of you will get a "Chance Card," which includes an unexpected expense or income. [Have students choose cards from a hat.]

[Project a transparency of **Student Handbook page 116, Monthly Budget Worksheet 2**, and refer students to this page in their handbooks.]

3. **SAY SOMETHING LIKE:** If you have extra income, add it to your monthly budget and determine your *final* monthly balance. If you have a new expense, subtract it. If your final balance is negative, you'll need to go back and adjust your budget. Note that in real life, you can't return your car or house just because something unexpected comes up. That's why it's wise to set aside money each month—so you're prepared for emergencies (like car repairs) or opportunities (like a chance to go on a weekend trip).
4. **SAY SOMETHING LIKE:** If your chance card had extra income, what did you do with the money? Did you spend it or save it? If your chance card had an extra expense, could you cover the cost? What if you didn't have the savings, or couldn't cut down your expenses, to cover unexpected expenses such as these? (*You might have to put the expense on a credit card. These can have high interest rates, which can end up costing you more money in the end.*)

IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE:** Did your monthly salary go as far as you thought it would in the beginning of the lesson? How did this activity change the way you think about income, expenses, and savings?
2. What are some ways that your budget in your early 20s might change as you get older? How could your income change? (*You might get a promotion, change careers,*

or get a second income.) How could your expenses change? (You might buy a house, pay for appliances and other items you might not have to pay for in a rental. You might have children, who increase expenses for housing, food, clothing—as well as education and college. You may have to pay for medical bills if you or a family member becomes seriously ill.) [Talk about how many families have two incomes. Sometimes this is necessary to cover expenses.]

3. [Conclude the lesson by talking about the importance of creating budgets, even if you don't always stay within your budget. Prompt discussion with some or all of the following questions:
- Why is a budget so important?
 - What are some dangers of not having a budget?
 - How can priorities and values help you create a budget?
 - Why does it help to set goals before creating a budget?]

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 33–35, Grade 9 (9–12) Skills Checklist**. Have students complete the skills checklist questions for Money Matters skills.

Money Matters

I can...

Describe the expenses to consider when making a budget.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out housing and transportation choices appropriate for a specific income.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

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<p style="text-align: center;">Social Service Technician (Human Service Worker)</p> <p>Two-year College Degree or Tech Training</p> <p>Assists Social Workers and Caseworkers to organize and implement programs that aid families and individuals to prevent or resolve problems related to basic needs, substance abuse, and human relationships. Assists families and individuals in obtaining social and community services.</p> <p style="text-align: right;">Monthly salary (Average): \$2,353 Monthly salary (entry): \$1,582</p>	<p style="text-align: center;">Administrative Assistant/ Executive Secretary</p> <p>Two-year College Degree or Tech Training</p> <p>Assists executives by coordinating and directing basic office services, such as assigning staff, keeping records, and budgeting. Opens, sorts and distributes incoming correspondence, including faxes and e-mail. Reads and analyzes incoming memos and alerts the boss to issues that need attention.</p> <p style="text-align: right;">Monthly salary (average level): \$3,158 Monthly salary (entry): \$2,139</p>
<p style="text-align: center;">Aircraft Mechanic</p> <p>Two-year College Degree or Tech Training</p> <p>Inspects, tests, repairs, maintains, and services aircraft. Repairs electronic systems such as computerized controls. Tests engine and system operations, and listens to engine sounds to detect and diagnose malfunctions. Examines and inspects aircraft components for cracks, breaks, or leaks.</p> <p style="text-align: right;">Monthly salary (average level): \$4,055 Monthly salary (entry): \$2,600</p>	<p style="text-align: center;">Building Inspector</p> <p>Two-year College Degree or Tech Training</p> <p>Building inspectors inspect the general safety and structural quality of buildings. They ensure that all the wiring, plumbing, and sanitation is up to code. They make sure all sprinklers, fire alarms, smoke detectors, and other fire alert devices are working properly. They also make sure there are fire doors and exits.</p> <p style="text-align: right;">Monthly salary (average level): \$4,280 Monthly salary (entry): \$2,682</p>
<p style="text-align: center;">Carpenter</p> <p>Two-year College Degree or Tech Training</p> <p>Builds, installs, erects, repairs structures or fixtures made of wood, plywood, and wallboard. Uses carpenter's hand tools and power tools. Studies blueprints and building plans to determine the materials needed and the dimensions of a structure to be built. Estimates the amount and kind of lumber or other materials required, and selects and orders materials.</p> <p style="text-align: right;">Monthly salary (average level): \$2,757 Monthly salary (entry): \$1,876</p>	<p style="text-align: center;">Chef</p> <p>Two-year College Degree or Tech Training</p> <p>Directs and participates in the preparation, seasoning, and cooking of soups, meats, fish, vegetables, salads, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts. Supervises and coordinates the activities of cooks and kitchen workers engaged in food preparation.</p> <p style="text-align: right;">Monthly salary (average level): \$2,840 Monthly salary (entry): \$2,057</p>

<p style="text-align: center;">Court Clerk</p> <p>Two-year College Degree or Tech Training</p> <p>Performs clerical duties in a court of law. Secures, processes, and records information for the court. Confers with court officials and litigants regarding court proceedings. Prepares the docket or calendar of cases to be called. Examines and reviews legal documents submitted to the court to make sure they follow to law and court procedures.</p> <p style="text-align: right;">Monthly salary (average level): \$2,722 Monthly salary (entry): \$1,916</p>	<p style="text-align: center;">Dental Assistant</p> <p>Two-year College Degree or Tech Training</p> <p>Assists dentists by performing support duties for the treatment of patients during dental procedures. Duties range from aiding and educating patients to preparing and sterilizing dental instruments and performing administrative work.</p> <p style="text-align: right;">Monthly salary (average level): \$2,793 Monthly salary (entry): \$2,192</p>
<p style="text-align: center;">Electrician</p> <p>Two-year College Degree or Tech Training</p> <p>Installs, maintains, and repairs electrical wiring, equipment, and fixtures. Possesses electrician's license or identification card and follows local electrical codes to meet government regulations.</p> <p style="text-align: right;">Monthly salary (average level): \$3,909 Monthly salary (entry): \$2,464</p>	<p style="text-align: center;">Graphic Designer</p> <p>Two-year College Degree or Tech Training</p> <p>Designs art and copy layouts for use on packages and in magazines, newspapers, and television. Creates graphics for television and computer-generated media. Uses computer software to design new images or to modify existing ones.</p> <p style="text-align: right;">Monthly salary (average level): \$2,919 Monthly salary (entry): \$1,902</p>
<p style="text-align: center;">Hotel/Motel Manager</p> <p>Two-year College Degree or Tech Training</p> <p>Plans, directs, and coordinates activities of an establishment or department that provides lodging and other accommodations. Answers questions about hotel policies and services, and resolves occupants' complaints. Inspects guest rooms, public areas, and grounds for cleanliness and appearance.</p> <p style="text-align: right;">Monthly salary (average level): \$3,246 Monthly salary (entry): \$2,191</p>	<p style="text-align: center;">Massage Therapist</p> <p>Two-year College Degree or Tech Training</p> <p>Uses massage to improve clients' health or well-being. Assesses clients' soft tissue condition, joint quality and function, muscle strength and range of motion. Confers with clients about their medical histories and any problems with stress or pain in order to determine whether massage would be helpful.</p> <p style="text-align: right;">Monthly salary (average level): \$3,314 No entry salary information available</p>

<p style="text-align: center;">Licensed Practical Nurse</p> <p>Two-year College Degree or Tech Training</p> <p>Cares for ill, injured, and handicapped persons in private homes, hospitals, clinics, and similar health-care facilities. Charts and reports changes in patients' conditions, such as adverse reactions to medication or treatment, and takes any necessary action.</p> <p style="text-align: right;">Monthly salary (average level): \$2,943 Monthly salary (entry): \$2,289</p>	<p style="text-align: center;">Dispensing Optician</p> <p>Two-year College Degree or Tech Training</p> <p>Prepares, inspects, fits, and adjusts lenses and frames for clients according to written optical prescriptions or specifications. May dispense eyeglasses and/or contact lenses. Prepares instructions for an optical laboratory for grinding lenses and making eyeglasses. Recommends specific lenses, lens coatings and frames to suit client needs.</p> <p style="text-align: right;">Monthly salary (average level): \$2,323 Monthly salary (entry): \$1,712</p>
<p style="text-align: center;">Preschool Teacher</p> <p>Two-year College Degree or Tech Training</p> <p>Instructs children (normally up to five years of age) in a preschool, day care, or other child development center. Conducts activities designed to develop social, physical, and intellectual skills needed for primary school. Confers with parents to explain preschool programs and to discuss a child's progress.</p> <p style="text-align: right;">Monthly salary (average level): \$2,317 Monthly salary (entry): \$1,702</p>	<p style="text-align: center;">Real Estate Sales Agent</p> <p>Two-year College Degree or Tech Training</p> <p>Rents, buys, and sells property to clients. Studies property listings, interviews prospective clients, accompanies clients to property sites, discusses conditions of sale, and draws up real estate contracts.</p> <p style="text-align: right;">Monthly salary (average level): \$3,582 Monthly salary (entry): \$1,719</p>
<p style="text-align: center;">Non-Technical Sales Representative</p> <p>Two-year College Degree or Tech Training</p> <p>Sells goods or services for wholesalers or manufacturers to businesses or groups of individuals. Gets orders from established clients or secures new customers. Work requires a substantial knowledge of items sold.</p> <p style="text-align: right;">Monthly salary (average level): \$4,189 Monthly salary (entry): \$2,288</p>	<p style="text-align: center;">City Planning Aide</p> <p>Two-year College Degree or Tech Training</p> <p>Compiles data from various sources, such as maps, reports, and field and file investigations, for use by city planners in making planning studies. Responds to public inquiries and complaints. Serves as a liaison between planning department and other departments and agencies.</p> <p style="text-align: right;">Monthly salary (National Average): \$3,341 No entry level salary available</p>

Welder/Cutter

Two-year College Degree or Tech Training

Uses hand welding equipment to weld together or repair metal components and parts. Uses flame-cutting or laser equipment to cut and trim metal objects to specified dimensions, according to layouts, work orders, or blueprints.

Monthly salary (Average level): \$3,237

Monthly salary (entry): \$2,199

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<p style="text-align: center;">Human Resources Manager Four-year College Degree</p> <p>Manages, plans, directs, and coordinates human resource activities of an organization. Administers pay and benefits programs. Makes sure personnel are matched to the appropriate position. Informs employees about work policies, benefits and opportunities for promotion.</p> <p style="text-align: right;">Monthly salary (entry level): \$4,006 Monthly salary (average level): \$6,496</p>	<p style="text-align: center;">Recreation Worker Four-year College Degree</p> <p>Conducts recreation activities with groups in recreational facility or in public, private, or volunteer agency. Organizes activities such as arts and crafts, sports, games, music, social recreation, and hobbies, taking into account the needs and interests of individual members.</p> <p style="text-align: right;">Monthly salary (entry level): \$1,407 Monthly salary (average level): \$2,156</p>
<p style="text-align: center;">Accountant Four-year College Degree</p> <p>Analyzes financial information and prepares reports describing assets, liabilities, profit and loss, or other financial activities within an organization. Prepares and examines accounting records and financial statements. Computes taxes owed and prepares tax returns according to regulations.</p> <p style="text-align: right;">Monthly salary (average level): \$4,356 Monthly salary (entry level): \$2,729</p>	<p style="text-align: center;">Chemical Engineer Four-year College Degree</p> <p>Designs chemical plant equipment and devises processes for manufacturing chemicals and chemical products. Uses chemistry, physics, and engineering. Uses computers to record and analyze data. May use computer-aided design systems to produce and analyze designs.</p> <p style="text-align: right;">Monthly salary (average level): \$7,848 Monthly salary (entry level): \$5,242</p>
<p style="text-align: center;">Computer Programmer Four-year College Degree</p> <p>Develops and writes computer programs to store, locate, and retrieve information by converting raw data into coded computer language. Consults with management, engineering, and technical staff to clarify program intent, identify problems, and suggest changes.</p> <p style="text-align: right;">Monthly salary (average level): \$4,267 Monthly salary (entry level): \$2,659</p>	<p style="text-align: center;">Interpreter/Translator Four-year College Degree</p> <p>Translates and interprets written or spoken communications from one language to another or from spoken to manual (sign) language used by the hearing-impaired. Reads written material such as legal documents, scientific works, and news reports, and rewrites the material into a specified language.</p> <p style="text-align: right;">Monthly salary (average level): \$4,121 Monthly salary (entry level): \$1,477</p>

<p style="text-align: center;">Dietitian/Nutritionist Four-year College Degree</p> <p>Organizes, plans, and conducts food service or nutritional programs to help promote health and control disease. May manage the activities of departments providing food services. May plan, organize, and conduct programs in nutritional research.</p> <p style="text-align: center;">Monthly salary (average level): \$3,992 Monthly salary (entry level): \$2,934</p>	<p style="text-align: center;">Landscape Architect Four-year College Degree</p> <p>Plans and designs landscaping (trees and plants) to create useful and attractive spaces. Often uses computer-aided design (CAD) systems to help in preparing designs. For large scale site planning, may use a computer mapping system.</p> <p style="text-align: center;">Monthly salary (average level): \$3,752 Monthly salary (entry level): \$3,251</p>
<p style="text-align: center;">Marine Biologist Four-year College Degree</p> <p>Researches aquatic life. They investigate salinity, temperature, acidity, light, oxygen content and other physical conditions of water to determine their relationship to aquatic life, even plankton, worms, clams, mussels and snails.</p> <p style="text-align: center;">Monthly salary (National average): \$5,942</p>	<p style="text-align: center;">Social Worker Four-year College Degree</p> <p>Assesses, counsels, and aids individuals and families with problems relating to finances, employment, food, clothing, child care, housing, or other human needs and conditions. Counsels individuals and family members regarding public resources, financial assistance, vocational training, child care, and medical care.</p> <p style="text-align: center;">Monthly salary (average level): \$3,354 Monthly salary (entry level): \$2,390</p>
<p style="text-align: center;">Middle School Teacher Four-year College Degree</p> <p>Teaches students in public or private schools in one or more subjects at the middle, intermediate or junior high level. Instructs through lectures, discussions and demonstrations in one or more subjects such as English, mathematics, or social studies.</p> <p style="text-align: center;">Monthly salary (average level): \$4,594 Monthly salary (entry level): \$3,072</p>	<p style="text-align: center;">Newscaster Four-year College Degree</p> <p>Analyzes, prepares, and reports on news items for radio or television broadcasts. Gathers information and develops perspectives about news subjects through research, interviews and observations. Presents news stories and introduces in-depth videotaped segments.</p> <p style="text-align: center;">Monthly salary (average level): \$6,059</p>

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<p style="text-align: center;">Advertising Manager Graduate degree</p> <p>Plans and directs advertising policies and programs to create or promote interest in a product or service. Directs activities of workers engaged in developing and producing advertisements. Monitors and analyzes sales promotion results to determine cost effectiveness of promotion campaigns.</p> <p style="text-align: center;">Monthly salary (average level): \$6,312 Monthly salary (entry level): \$3,228</p>	<p style="text-align: center;">Anesthesiologist Graduate degree</p> <p>Administers anesthetics during surgery or other medical procedures. Examines patients, obtains medical history and uses diagnostic tests to determine the risk of bad reactions to anesthesia during medical procedures.</p> <p style="text-align: center;">Monthly salary (average level): \$15,825 Monthly salary (entry level): \$7,035</p>
<p style="text-align: center;">Architect Graduate degree</p> <p>Plans and designs buildings for residential, commercial, and industrial property owners. Often uses computer-aided design and drafting (CADD) systems. Consults with clients to determine the functional and spatial requirements of structures. Represents clients in obtaining bids and awarding construction contracts.</p> <p style="text-align: center;">Monthly salary (average level): \$4,723 Monthly salary (entry level): \$2,692</p>	<p style="text-align: center;">Lawyer Graduate degree</p> <p>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.</p> <p style="text-align: center;">Monthly salary (average level): \$6,765 Monthly salary (entry level): \$3,656</p>
<p style="text-align: center;">Family/General Practitioner Graduate degree</p> <p>Diagnoses illnesses, and prescribes and administers treatment for people suffering from injury or disease. Prescribes or administers treatment, therapy, medication, vaccination, and other medical care to treat and prevent illness, disease, and injury.</p> <p style="text-align: center;">Monthly salary (average level): \$15,901 Monthly salary (entry level): \$9,437</p>	<p style="text-align: center;">Geoscientist Graduate degree</p> <p>Studies the composition, structure, and history of the earth's crust. Examines rocks, minerals, and fossil remains to identify and determine the sequence of processes affecting the development of the earth. Applies knowledge of chemistry, physics, biology, and mathematics to explain these phenomena. Uses computers to record and analyze data.</p> <p style="text-align: center;">Monthly salary (National average): \$7,782</p>

<p style="text-align: center;">Judge/Magistrate Graduate degree</p> <p>Arbitrates, advises, and administers justice in a court of law. Sentences defendants in criminal cases according to statutes of State or Federal government. May determine liability of defendant in civil cases.</p> <p style="text-align: center;">Monthly salary (average level): \$8,957 Monthly salary (entry level): \$5,827</p>	<p style="text-align: center;">Meteorologist Graduate degree</p> <p>Investigates and interprets meteorological data to prepare weather reports and forecasts. Uses information from surface and air stations, weather balloons, weather satellites, weather radar, Doppler radar, and remote sensors and observers in many parts of the world. Uses computer models of the world's atmosphere to make long-term, short-term, and local-area forecasts.</p> <p style="text-align: center;">Monthly salary (average level): \$5,028 Monthly salary (entry level): \$2,795</p>
<p style="text-align: center;">Principal Graduate degree</p> <p>Plans, develops, and administers programs to provide educational opportunities for students. Monitors programs for effectiveness and compliance with federal, state, and local regulations.</p> <p style="text-align: center;">Monthly salary (average level): \$5,958 Monthly salary (entry level): \$4,164</p>	<p style="text-align: center;">School Counselor Graduate degree</p> <p>Counsels individuals, and provides educational or vocational guidance and assessment services. May operate career information centers and career education programs. Reviews transcripts to make sure that students meet graduation or college entrance requirements.</p> <p style="text-align: center;">Monthly salary (average level): \$4,011 Monthly salary (entry level): \$2,621</p>
<p style="text-align: center;">Veterinarian Graduate degree</p> <p>Examines, diagnoses, and treats medical problems in animals. May work with pets and/or livestock, or with laboratory animals used for research. Advises animal owners regarding feeding, grooming, breeding, and general care to promote animal health.</p> <p style="text-align: center;">Monthly salary (average level): \$5,885 Monthly salary (entry level): \$4,327</p>	

Chance Cards

<p>Ouch! You chipped a tooth! You have health coverage, but no dental insurance.</p> <p>Subtract \$150</p>	<p>Happy holidays! You receive an end-of-year bonus at work for all your hard work.</p> <p>Add \$1,000</p>
<p>Did your paycheck just shrink? Your boss is no longer paying for health insurance, now it's coming out of your paycheck each month.</p> <p>Subtract \$150 (individual)</p>	<p>Bummer! Your car breaks down on the way to work. You have to pay for towing and a new transmission.</p> <p>Subtract \$800</p>
<p>Happy birthday to me! Grandma slipped a little something into this year's card.</p> <p>Add \$25</p>	<p>Remember college? Well, they remember you! Time to start paying those college loans each month.</p> <p>Subtract \$150</p>
<p>Anyone up for a swim? A sudden freeze bursts a pipe, and water fills your house. This plumbing emergency isn't cheap!</p> <p>Subtract \$250</p>	<p>Are those funny colors on my computer normal? Your hard drive is fried , time for a new computer.</p> <p>Subtract \$1,000</p>
<p>People aren't the only ones who need doctors. You have to take your sweet pooch to the vet.</p> <p>Subtract \$175</p>	<p>A little extra time, a little extra cash! You take on some part-time weekend work.</p> <p>Add \$400</p>
<p>Money from the government? Turns out you get a tax refund this year!</p> <p>Add \$600</p>	<p>Attention, holiday shoppers! All those presents for friends and family are starting to add up.</p> <p>Subtract \$200</p>

Monthly Budget Worksheet 2

Career _____ **Education Level** _____

Use this worksheet to subtract taxes and expenses from your gross monthly income.

Monthly Income	
A) Gross Monthly Income	\$ _____
B) Deductions (30% of A) (Multiply A by .3)	\$ _____
C) Net Monthly Income ($A - B = C$)	\$ _____
G) Total Monthly Expenses (from Expenses Worksheet on page __)	\$ _____
H) Preliminary Monthly Balance ($C - G = H$)	\$ _____
I) Chance	\$ _____
K) Final Monthly Balance ($H + / - \text{Chance} = K$)	\$ _____

Expenses Worksheet 2

Use this worksheet to add up your expenses for one month.

Expenses: Details	Subtotal
D) Housing Costs Monthly rent or mortgage \$ _____ Household bills + \$ _____ (30% of rent or mortgage) (Multiply rent/mortgage by .3)	\$ _____ \$ _____
E) Transportation Costs Monthly payment or other transportation costs \$ _____ Vehicle maintenance + \$ _____ (30% of monthly payment) (Multiply car payment by .3)	\$ _____ \$ _____
F) Other Costs Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Leisure Item: _____ \$ _____ Groceries (at least \$250) \$ _____ Clothing \$ _____ Entertainment \$ _____ Other Expenses \$ _____	\$ _____ \$ _____ \$ _____
G) Total Monthly Expenses (D + E + F)	\$ _____

PORTFOLIO REVIEW

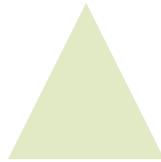
Lesson Descriptions

Portfolio Review 1: Year in Review

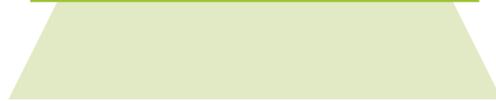
In this lesson, students have the opportunity to celebrate what they've accomplished during the year — through a friendly game of Jeopardy!, a review of their portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PLANNING PYRAMID

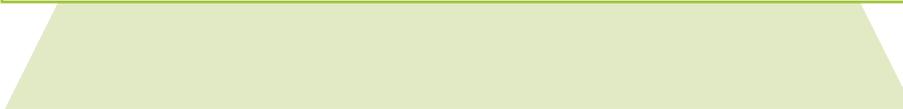
Grade 9 (9–12), Unit 8, Portfolio Review



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.

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 31–33, Skills Checklist
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Jeopardy! Board
 - Facilitator Resource 2, Grade 9 (9–12) Jeopardy! Questions
- Play money in hundred-dollar denominations (OPTIONAL)
- Timer (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

- Review their progress in Roads to Success, and identify areas of accomplishment.
- Consider their role as a member of the Roads to Success class.
- Identify one thing they'd like to learn about/improve next year.

OVERVIEW

In this lesson, students have the opportunity to celebrate what they've accomplished during the year—through a friendly game of Jeopardy!, a review of their portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Use **Facilitator Resource 1, 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, and have a look at the skills you've worked on and see how you think you measure up.

II. Jeopardy! (20 minutes)

1. **SAY SOMETHING LIKE:** How many of you have ever seen the game Jeopardy! on TV? [Students respond. Have somebody describe it in 25 words or less.]

[Direct students' attention to **Facilitator Resource 1, Jeopardy! Board**, on the overhead projector or chart paper.]

SAY SOMETHING LIKE: The object of the game is to accumulate money (or in this case, points) by answering questions correctly. Categories are written across the top of the board. Players choose a category, for example, Careers, and a money value from \$100 to \$500. Where would you expect to find the hardest questions? (At the bottom of the board, where the money values are higher.)

If you get the question right, that number of points is added to your score. But if you get the question wrong, you lose that number of points.

At the end of the game, there will be a Final Jeopardy! question, which is often harder than the others. You may bet none, some, or all of your points on the final question.

If you get it right, you win the number of points you bet. If you get it wrong, what happens? (You lose the same number of points.)

Is everybody ready? Let's get started!

2. [Play can occur in two teams, taking turns choosing questions and collaborating on the answers. Unlike the televised version, the team that chooses a question is the team that answers it. Alternatively, the game could be played with multiple teams, each collaborating and writing the answers to all questions on dry-erase boards. In this scenario, all teams with correct answers get points.]

[Appoint two students to stand at the board and serve as scorekeepers, with each keeping track of the points for one team.]

3. [At the end of 15 minutes of play, announce the Final Jeopardy! category, review the rules, and have teams write down their bets.]
4. [Present the Final Jeopardy! question, and set a timer for one minute or hum the Jeopardy! theme twice through while each team privately records its answer.

When the final outcome has been decided, congratulate the winners and point out particularly strong answers given by both sides.]

III. Portfolio Review (10 minutes)

1. **SAY SOMETHING LIKE:** As a group, you were able to remember practically everything we covered this year. Now let's see how well you did individually. Let's take some time to review what you've done this year. I'll give you about five minutes to look through your portfolio. I want you to find the assignment you're proudest of, and mark the page. When I call time, I'll ask you to pair up and share what you found.
2. [After five minutes, call time and request that students pair up. Use an engagement strategy to choose who goes first, and have partner A talk for one minute about what they're proudest of and why.]
3. [Call time, and have students reverse roles, with partner B speaking and partner A listening.]

IV. Wrap Up: Skills Checklist (10 minutes)

1. Have students turn to **Portfolio pages 31–33, Skills Checklist**, to review skills covered in the ninth 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 9 (9–12) Jeopardy! Board

Careers	Getting a Job	Money Matters	Ad Apprentices	Education After High School
\$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 9 (9–12) Jeopardy! Board					
	Careers	Getting a Job	Money Matters	Ad Apprentices	Education After High School
\$100	Why is it important to set career goals in high school?	Name two freelance businesses teens could start.	Name two expenses adults must include in a monthly budget.	What is a “target audience”? A: specific groups of people that advertisers want to reach	Name two reasons to go to college.
\$200	Name one career you can get with a two-year degree.	Name three industries or businesses that employ teens.	Why is it important to revisit a monthly budget once it’s made?	How is a PSA (public service announcement) different from an advertisement? A: a PSA is used to educate or make people aware of an important issue or message; an ad can be used to sell any product or service	Name two reasons not to go to college.
\$300	Name one career that requires a four-year degree.	Who would be a good person to use as a reference on a job application?	What does “gross monthly income” mean? A: the money you earn before taxes are taken out	Name two things that should be included in a storyboard. A: pictures, dialog, sound effects, etc.	Name two reasons why someone could get financial aid. A: need and merit (or similar answer)
\$400	Name two things to consider when choosing a career.	Describe two workplace rights.	About what percentage of your paycheck will be deducted for taxes, etc.? A: 30%	What’s the purpose of a storyboard? A: to show what will happen in an ad moment by moment, using both art and words	Name two ways someone could “build credentials.” A: volunteer, extracurricular activity, job

Grade 9 (9–12) Jeopardy! Board					
	Careers	Getting a Job	Money Matters	Ad Apprentices	Education After High School
\$500	How can knowing your career interest areas help you find a career that fits?	Describe two workplace responsibilities.	What's the relationship between income and education?	Describe two things that help a creative team reach its goals. A: cooperation, clear mission, everybody pulls his weight, attention to detail	Which is usually cheapest: community, public, or private college? And give a reason why this isn't always true.

Final Jeopardy!: Careers

Name three of the five characteristics of a “SMART” career goal.

Answer: Specific, Measurable, Attainable, Realistic, and Timed.

Use these pages to keep track of the skills you're building.



Grade 9 (9–12) Skills Checklist

Check the box that shows your level of skill in each area.
Then answer the questions below.

SETTING GOALS 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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CAREERS

I can...

Identify careers that match my interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on daily activities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare careers based on education required.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify values that will affect my career decisions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare related careers based on their income.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out whether a career is a good fit for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

AD APPRENTICES

I can...

Brainstorm project ideas and help to create a step-by-step plan.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Listen to the ideas of others and make my own ideas heard.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Creatively solve problems with other members of my team.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Take responsibility for my portion of a project and see it through to completion.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EDUCATION AFTER HIGH SCHOOL

I can...

List the pros and cons of at least two kinds of postsecondary education.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify important factors to consider when selecting a college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Compare the costs of different colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe some of the kinds of financial aid you can use to help pay college expenses.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research the entrance requirements of colleges and tech schools.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify high school courses that fit my college and career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Participate in extracurricular activities, volunteer work, or part-time jobs that will help me when I apply for college or a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

FINDING A JOB

I can...

Identify places that hire teens.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Give examples of how my experiences match skills needed to do a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Fill out a job application.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Recognize my rights and responsibilities in the workplace.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can...

Describe the expenses to consider when making a budget.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Figure out housing and transportation choices appropriate for a specific income.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

1. What was your biggest accomplishment in Roads to Success this year? Explain.

2. Describe one way in which you were a valuable member of this class.

3. Describe one thing you'd like to learn more about or improve next year.
