



## 2009 Edition Corresponding Lesson Plans

September 2008

Dear Educator:

Read on to find lesson plans that can be used in almost any classroom. The supplemental material contained here is designed to be flexible to fit the needs and time criteria unique to your classroom, regardless of whether you teach one major subject, a cluster of subjects, or supervise an after-school program. You'll find ideas for building community as well as higher-level thinking questions to challenge your students. You may also use these plans to kick-off or plan entire events!

Some of the activities include more specific details, such as **advance preparation**, **objectives**, the kinds of subjects/skills that will be used, or **teaching tips**; other lesson plans contain one simple, overall objective. These are indicated in **dark green**, **purple** or **blue** text. **Teaching tips** are included to underscore specifics that are relative to this age group. Additional suggestions, like discussion questions or guest speaker ideas, simply serve to provide an alternative route to the same objective. As a teacher, you can overlap, delete, edit, improvise, or follow the directions as they are written—you know your students, and know what will work best with them. An **assessment** section will be indicated by the **green** text, with ideas for gauging student progress.

As previously stated, we took time constraints into consideration—some of the activity suggestions take a matter of minutes, while others could be extended over a period of time. Again, the amount of time spent on many of the lesson plans can be adjusted to fit your schedule accordingly.

Finally, we have provided **modifications** to many of our suggestions to compensate for varying maturity and ability levels, classroom sizes, available resources, and interests.

We hope we have provided enough material to give you a firm foundation, but enough “wiggle-room” to customize the lessons in a way that will reach your students.

Sincerely,  
The staff at *On Track*

## On Track 2009 Lesson Plans

### Pages 2-3: “Are you a Computer Wiz?”

#### General Activity: Discussion

Subjects: Math, Science, Language Arts, Computer Technology

#### Objectives:

- To introduce students to possible careers in the computer industry
- To analyze a piece of reading material
- To make connections between the computer industry and school subjects

Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding. You may choose to make copies of these questions to distribute to students.

As a whole class, discuss the following questions:

#### Before reading the article

- What are some jobs that you think of when you think of the computer industry? What do you know about those jobs? Are they appealing to you? Why or why not?
- Can you think of any jobs within the computer industry that you would describe as artistic? What are they and why?
- Have you ever considered a job with computer technology? Why or why not?

#### While or after reading the article

- How would you become an animator, or a database administration professional?
- How do these jobs use computer technology?
- What are some interesting computer jobs mentioned in the article?
- What does an unmanned vehicle operations specialist do?
- What are some other examples of jobs in the computer technology field?
- What is a humanitarian? Have you ever done any humanitarian work?
- What is dysgraphia?
- How have computers helped Michael Guggenheim?
- What is S.P.L.A.T. and how is it changing the world one person at a time?

#### After reading the article

- What jobs in the computer industry seem interesting to you? Why?
- What questions do you have about the computer industry?
- Can you think of a job that would be made easier by using some type of computer technology?

Assessment: Assess student understanding based on participation. If you have students write down answers, walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.

Modification/Teaching Tip: You may have students write down their answers to these questions in a journal before discussing them, or discussing them with a partner before sharing them with the class—especially for students with disabilities or special needs. OR

Go to the computer lab and have students find Michael's website and find out what S.P.L.A.T. is doing today, or how they might start their own form of S.P.L.A.T. in your community.

**Individual Activity: Create your own computer video game**

Subjects: Computer Technology, Social Studies, Applied Science, Language Arts/Speech

Objectives:

- To be creative
- To cultivate student ownership and autonomy in a project
- To apply understanding of story components
- To think critically about video games

Advance preparation: If possible, get access to a video game system to play a game in class. Have students draw for the opportunity to play, or choose them yourself. Schedule some time in the computer lab for later in the week.

Homework: Have students go to the local video store and research computer games.

Play some of these computer games in class if you have access to a video game system. Discuss the components of a video with students. (You may need to review or introduce the components of a story before doing this.) These include:

- Characters—who are they and what do they do?
- Scene/setting—where are the characters and what obstacles do they encounter within their world?
- How does the main character change—get stronger, bigger, faster, special power, etc.?
- What images would you want to include in the game?
- What's the reward at the end?
- Is there a plot?

Write a draft for the computer game. Build some time in to class where you can review drafts and offer suggestions.

Go to the computer lab and have students create power point presentations for their games. Encourage them to use images as often as possible to enhance their presentations. Students should create the following slides:

- one introducing each character (one per character)
- at least one describing the scene and images
- at least one describing how the main character changes
- at least one describing the reward at the end
- several describing the plot

Assessment: You may create a rubric of the required components and give credit based on effort and completion. For a timesaving strategy, you can assess the projects while students are giving presentations.

**Modification:** For advanced students, have a discussion about the evolution of video games. Find examples of early video games, like Pong and arcade games, and compare them to today's games. Or have students write a research paper on what would be involved in moving the game from conception to release. For students with special needs, help them create a less complex game, like Solitaire or a word scramble. The Website [www.puzzlemaker.discoveryeducation.com](http://www.puzzlemaker.discoveryeducation.com) would be a good resource.

**Teaching Tip:** This would be a great assignment to display on a few computers at an open house or other school event.

**Individual Activity: Market a new robotics machine**

Subjects: Marketing, Math, Economics, Science

Objectives:

- To be creative
- To understand marketing and persuasion
- To communicate
- To think critically about a problem and a solution
- To practice research skills.

**Advance preparation:** Schedule some time for the computer lab. Have students bring in materials to construct a model of their robotics machine.

Discuss the examples of robotics machines from the article. Brainstorm other possibilities as a class. Write these on the board. What are some problems or difficult tasks/chores that could be helped by a machine? Make it as personal as students will allow.

As students create their marketing plan, they should consider:

- What would the machine do?
- What is the problem being solved by your machine? Can you explain it concisely?
- To what audience is the machine being marketed? Who would be interested in this product?
- What other types of products exist that are similar to your machine? Is your machine different enough to be viable? What can you do to make it different?
- What materials would go into making your machine? Do research on the internet to find out what these materials would cost. (Students may need extra help with this.)
- What do you want to charge for your machine? Consider how much the materials would cost and what the demand for the product would be.

Create a model of your machine. Encourage students to be creative with their models—any school-appropriate materials will work.

**Assessment:** Create a rubric for the required components of the marketing strategy or give students a completion grade based on effort. Students should turn in a written copy of their marketing strategy, as well as their model.

**Modification/Teaching Tip:** You may want to have students present their products. For students with special needs, have them research modern examples of consumer robotics, or provide the research for them. Discuss whether these are functional/practical or for entertainment value.

**Group Activity: Design a Dictionary**

Subjects: Science, Language Arts, Computer Technology

Objectives:

- To compile information and research
- To create something
- To make connections between the computer industry and school subjects

**Advance preparation:** Make sure students have access to a dictionary so that they understand the format.

Create a dictionary of text words and phrases that students use for chatting and for text-messaging. You may want to start by compiling a list of some of the most common ones on the board, like LOL, TTYL. Have students include and be creative to find or make all of the parts of a dictionary entry, such as pronunciation key, history/origin, definition, etc.

Use these dictionaries to have a discussion about how computer technology is affecting language and how language evolves. Maybe show some antiquated words or spellings of words, like “whiz” versus “wiz.”

**Assessment:** Assess students based on participation, or create a rubric with requirements for students to have a certain number of entries in their dictionaries, as well as the components required for each entry.

**Modification/Teaching Tip:** Another option would be to have students research words related to computer/internet technology that have been added to common usage in the last five years, such as “blog.” They can find a current dictionary and see which words have been officially added to the dictionary.

**Individual Activity: A computer-less world**

Subjects: Science, Language Arts, Computer Technology

Objectives:

- To write creatively
- To think critically about computer technology

Write a story. Imagine a world without computers. What would this world look like? Would you set it in the past, or in the future after an “end of the world” adventure? How would the characters lives be different than yours?

**Assessment:** Assess students based on participation.

Helpful information:

For help making puzzles, try [www.puzzlemaker.discoveryeducation.com](http://www.puzzlemaker.discoveryeducation.com)

For a list of chat acronyms and shorthand– <http://www.netlingo.com/emailsh.cfm>

For job information, visit Occupational Outlook Handbook– <http://www.bls.gov/OCO/>

For information on robotics– try <http://www.thetech.org/robotics/>

## **Pages 4-5: “So, How Are We Feeling?”**

### **General Activity: Discussion**

Subjects: Language Arts, Science, Vocational

#### **Objectives:**

- To introduce students to possible careers in the health-care industry
- To analyze a piece of reading material
- To make connections between studying health and real-world careers

Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding.

As a whole class, discuss the following questions:

#### Before reading the article

- What experiences do you have with people in health-related careers?
- Make a list of all of the health-related careers that come to mind. (Write these on the board.)
- Which school subject is the most important if you are interested in a health-related career?
- What is the difference between a pharmacist and a doctor? Why do they need to know some of the same information?
- What is conservation?

#### While or after reading the article

- Which industry features some of the highest paying jobs? Why do you think this is?
- What are some problems that need to be addressed with health care?
- What classes would you need to take if you wanted to be a sports medicine specialist?
- Which health-related job mentioned in the article is most interesting to you? Why?
- What is the difference between a histotechnician and a cytopathologist?
- What kind of doctor diagnoses eye diseases?
- Who is Lisa Stevens?
- What does a “curator of primates and pandas” do?
- What are some opportunities in your community for people who might be interested in animal science?
- What courses do you need to take in high school if you are interested in a health-related careers?

**Assessment:** Assess student understanding based on participation. If you have students write down answers, walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.

**Modification/Teaching Tip:** Give students an opportunity to meet with their school counselor, or have the counselor come to class one day and meet with groups of students.

You may have students prepare questions for the counselor before meeting with him or her. OR For more advanced students, have them write a letter to the presidential candidate of their choice, or the new president about health care problems in our country. You may want them to find a current article to respond to in their letter.

### **Individual Activity: Hospital Drama**

Subjects: Film Studies, Science, Health, Language Arts

Objectives:

- To practice note-taking skills
- To critically analyze television
- To compare and contrast
- To research medical conditions

Advance preparation: Reserve some time in the computer lab for your class.

Have students watch an episode of a TV hospital drama for homework. Have them follow a medical condition depicted in that episode, taking notes and describing the patient, his or her symptoms and attitude, and the doctor's treatment of the condition. Consider how difficult it was to determine the condition and treatment. Check students' notes when they come to class. Notes should include the name of the drama and the time of the episode as well.

After checking students' notes on the hospital drama, allow them to compare their notes with some research on WebMD.com, or another trusted medical site. What do these websites say about the condition, symptoms, etc? Students will need supervision for this website.

Students should then take information they gather from their internet research and write a report on how TV drama portrays real life. They should consider the following questions in their report:

- What was the disease/condition?
- Describe the patient: age, sex, attitude, etc.
- How accurate was the portrayal of the disease/condition? What was missing, or inaccurate?
- Why do you think the drama chose to make those changes? What did it add to the story/show?
- If you were the director for this episode, what would you have done differently?
- What insight does this give regarding a doctor's job of diagnosing conditions? Do you think this is a difficult part of the job? Do you think it would be a fun challenge?

**Assessment:** Give students a completion grade for taking notes and a written assignment grade for the report.

**Modification:** Watch an episode in class and take notes together instead of doing it for homework. Be sure to check the appropriateness of the episode with your students' ages

and maturity levels. OR Students can actually film another episode with their changes if you have access to video cameras.

Teaching Tip: If you do this assignment for homework, you may want to send a note home to parents informing them of the assignment. Some parents may restrict TV and will appreciate the communication. It would be good to give students at least a week to complete this assignment for homework.

### **Group Activity: Who's That Character?**

Subjects: Art, Science, Health, Language Arts

Objectives:

- To apply understanding in a creative way
- To research medical concepts
- To analyze a character
- To symbolically represent an idea

Advance preparation: Schedule some time for students to be in the computer lab.

With a partner, create a character. Give the character a list of symptoms and describe him on a sheet of scratch paper. Then, check those symptoms on WebMD.com with the “symptom checker.” After entering the symptoms, students will get a list of possible conditions. Have them choose one of the conditions for their character and draw their character in a scene. Make sure that the scene shows the character’s condition in detail. Then, write a treatment plan for that character. Include:

- Estimated length of time
- People that the character will encounter at each step in the process (nurse, doctor(s), medical secretary, lab technician, insurance agent, etc.) Review the article for ideas here.
- Will that character be able to continue working or going to school—depending on his age, or will he need to make other arrangements.

Assessment: Give each student a set of responsibilities and give them a completion grade as these responsibilities are finished. Create a rubric for the drawing. Students should draw their pictures on a full sheet of poster board, in a scene, using creativity, and clearly showing their character’s condition in some way.

Modification: You could have students write a story about their character in addition to, or instead of drawing a picture, or create a 3-D diorama or construction of a character.

Teaching Tip: This is a great opportunity to display student work!

### **Class Activity: Blogging for Science!**

Subjects: Science, Health, Language Arts, Computer Application

Objectives:

- To write about science and medical topics
- To write for an audience
- To use technology
- To build community
- To write creatively

Advance preparation: Reserve time in the computer lab and research school internet policies on creating a blog for your class.

Choose a health care field as a class, such as nursing. Create a class blog for free on [www.blogger.com](http://www.blogger.com), [www.wordpress.org](http://www.wordpress.org), or your school's website. Assign students to write information on different aspects of nursing—either on their own, or in groups. Some aspects might include: cardiac, training, pediatric, education, a-day-in-the-life of a nurse, etc. Have students write a blog entry addressing their topic in a creative way—poem, photo journal, recipe, essay, obituary, interview, etc. Then, have students respond to each others entries.

Assessment: Give students a grade for posting an entry, as well as responding to other entries. Or give students extra points for responding to other entries.

Modification: You could choose a field per week for a unit, or start with medical conditions and use the blog to enhance other lessons or discussions. It would be great to use on a regular basis—once a week or once a month—to build community.

Teaching Tip: You may want to post the first entry to get students started.

### **Group Activity: Lions and Tigers and Bears, Oh My!**

Subjects: Health, Any

Objectives:

- To build relationships with the community
- To introduce students to animal health related careers
- To connect school subject skills with real-life activities
- To provide a hands-on learning experience

Advance preparation: Contact your local zoo and find out if there are opportunities to volunteer. If not, choose another organization, like a vet hospital or animal rescue service, and check with them about volunteer opportunities.

Students should choose an organization from the researched ones. Contact the organization and see what their volunteer needs are. Volunteer for a semester. Keep a journal of experiences with the following entries:

- Interest level in animals and animal health
- Previous experience with animals (including pets!)

- Previous experience with the zoo
- Previous volunteer experience
- Expectations
- New skills learned (at least weekly)
- Unique experiences
- Surprises
- Photos
- New animals and information introduced (at least weekly)
- How your interest in the job changes—grows or decreases (at least weekly)

Schedule some class time weekly to discuss students' progress. During this time, students can show their photos. Have an ongoing bulletin board for students to post their photos from this experience.

**Assessment:** Give students a grade for participating in the project.

**Modification:** Students could organize a drive for the items on the zoo's wish list. Ask local businesses if you can advertise with them. OR Contact the local zoo to see if some of your students can shadow some of the employees. OR Ask zoo to send a spokesperson to talk on careers at zoos. As a class prepare questions for the visit. After the speaker leaves, students may write an evaluation of the presentation and what they learned. OR Go to the zoo on a field trip.

Helpful Information:

For other related lesson plans, try

[http://www.nlm.nih.gov/changingthefaceofmedicine/resources/lesson\\_5\\_8.html](http://www.nlm.nih.gov/changingthefaceofmedicine/resources/lesson_5_8.html) and

<http://www.pbs.org/newshour/extra/teachers/lessonplans/health/uninsured/>.

For setting up blogs, try [www.blogger.com](http://www.blogger.com) or [www.wordpress.com](http://www.wordpress.com).

For resources on volunteering, try <http://www.volunteermatch.org/>

## **Pages 6 and Back Cover: “7 Hot Tips for Great Grades” and “10 Steps to a Bright Future”**

### **Individual Activity: More Education Equals More Money**

Subjects: Any, Math, Speech

#### Objectives:

- To research jobs
- To research an authentic topic
- To analyze data
- To persuade

Students should create a poster presentation of jobs within each category and how much the salaries are for those jobs:

- High school graduate
- Some college, no degree
- Associate degree
- Bachelor degree
- Master degree
- Graduate degree
- Professional degree

Then, choose one job and give a commercial/infomercial for that job. Persuade classmates that they should choose this job.

**Assessment:** Require students to include at least three reasons why they chose this job and explain them through their commercial.

**Modification:** Students can film their commercials beforehand, OR work in groups.

### **Group Activity: It’s Your Turn!**

Subjects: Study Skills, Any

#### Objectives:

- To read and analyze a text
- To teach a concept
- To develop better study skills
- To build community

Divide the class into seven groups and give each group one of the tips on page 6. Have students create a lesson plan to teach their tip in a creative way. Explain any vocabulary that is difficult. Give examples whenever possible.

**Assessment:** Require them to have at least two questions as a part of their presentation and a quiz for the end.

**Modification:** Students could create a board game using the tips.

Teaching Tip: Sometimes giving students as much freedom as possible produces more creative results than giving them too many guidelines. Encourage students to be creative.

**Group Activity: Charades**

Subjects: Study Skills, Any

Objectives:

- To symbolically represent an idea
- To be creative
- To develop better study skills
- To build community

Have students choose (or you choose for them, or draw from a “hat”) one of the steps on the back cover. With a group, students should create a skit to demonstrate their step. The class should guess which step is being demonstrated.

Teaching Tip: You could offer candy or extra points for correctly guessed steps.

Helpful information:

For resources on jobs, try [www.bls.gov/oco/](http://www.bls.gov/oco/) and <http://www.collegegrad.com/salaries/>.

## **Pages 7-10: “Bob Sanders: A Heritage of Earned Excellence”**

### **General Activity: Discussion**

Subjects: Language Arts, Health, Study Skills

#### Objectives:

- To read and understand a biography
- To connect with the text

Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding.

As a whole class, discuss the following questions:

#### Before reading the article

- Who is your favorite sports star/musician/writer/celebrity? Why? Do you have anything in common with this person?
- Do you know anything about Bob Sanders?

#### While or after reading the article

- What is Bob’s job? What are some of his accomplishments?
- What do you think Bob is most proud of in his life?
- Why is Bob called “The Eraser”?
- What does Bob’s dad do that shows that he’s dedicated to his family?
- How does Bob help children?
- What lesson does Bob want to teach his own children?
- How did Bob get to where he is today?

#### After reading the article

- How is Bob unique?
- How are you unique?
- What is something that you’d be willing to work hard for?

Assessment: Assess student understanding based on participation. If you have students write down answers, walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.

Modification/Teaching Tip: You may have students write down their answers to these questions in a journal before discussing them, or discussing them with a partner before sharing them with the class—especially for students with disabilities or special needs.

### **Individual and Group Activity: Mathematical Sports**

Subjects: Math, Physical Education

#### Objectives:

- To analyze an athletic event
- To make connections between math and sports
- To make a chart
- To strategize

Advance preparation: Record an athletic event.

Watch the athletic event of your choice on TV, or pre-recorded as a class. Analyze the way numbers are used in the game. Make a chart with the following categories, as you watch the game. Students may use Excel or a chart that you provide to accumulate their data.

- Statistics (player records, team records for current year and previous year, projected winner, etc.)
- Rules and Penalties (make a list of rules that are important in the game you are watching, you might want to research these beforehand and have a list with you while watching)
- Points (6 points for a touchdown, 1 point for a field goal, etc.)
- Scores (at the end of the first part of the game, then at the end of the game)
- Anything labeled with numbers, like yard lines, distances, uniforms
- Number of players on the court/field versus number of players on the team
- Time elapsed
- Number of fans (estimate, if necessary)
- Number of games for the season
- Number of mistakes each team makes

Make the following calculations on another sheet of paper (Students may need help to figure out the formulas.):

- How many games does this team have to win for the remainder of the season to have a winning season?
- On average, is this a winning team? (Based on last year's record and this year's record so far?)
- How many total points has the team scored thus far this year?
- How large is the court or field this team plays on?
- How much time is the team not engaged in the game—time spent in TV breaks or time outs?

Then, discuss these questions:

- Which numbers are the most important for the game?
- If everyone watched a different game, which games used numbers more than others?
- Why are people identified by numbers during some games? How would you choose a number for yourself, or how did you if you already play a sport with a numbered uniform?
- Why is time important in a game? Why can't they just play until they get tired?
- Do you think the most qualified/skilled team won the game? Why or why not?
- Did the number of fans affect the outcome of the game? Why do you think so?
- If you were the coach, what would your focus be for the next practice for each team? Why?

Finally, come up with a creative way to display the numbers from the game you watched, based on their importance. So, the most important number might be the biggest and the least important number might be the smallest, for example.

**Modification:** Have students choose the number that best represents them and draw a personal jersey with that number on it. You can display these in the room.

**Individual Activity: Résumé Building**

Subjects: Business, Language Arts

Objectives:

- To make a résumé

As a class, create a résumé for Bob Sanders, based on the information found in the article. Include the following categories:

- Education
- Experience
- Community Involvement
- Family/Contact Information

Put this résumé on the overhead, or on the board for students to see.

Then, on their own, students should choose their favorite celebrity and create a résumé for him or her. If contact information is difficult to find, students should use as much detail as they can find. Use the same categories from above.

**Assessment:** Assess students based on the format for a résumé.

Helpful Information:

For information on celebrities, try [www.imdb.com](http://www.imdb.com)

For information on the teaching and examples of résumé, try

[http://en.wikipedia.org/wiki/Curriculum\\_vitae](http://en.wikipedia.org/wiki/Curriculum_vitae), or [www.resume-resource.com](http://www.resume-resource.com), or <http://career-advice.monster.com/resume-tips/home.aspx>.

## **Pages 11-15: “Jobs for the 21<sup>st</sup> Century”**

### **General Activity: Discussion**

Subjects: Any

#### Objectives:

- To better understand your personality
- To make connections between your interests and personality and potential careers

Advance preparation: Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding.

As a whole class, discuss the following questions:

#### Before reading the article

- What do you know about your personality?
- Ask a trusted friend to tell you what he or she knows about your personality.

#### While or after reading the article

- Take the personality test privately.
- Mark jobs that interest you and are suggested for people with your personality.

#### After reading the article

- Do you agree with the personality test?
- Write a short reflection.

**Assessment:** Collect the reflections.

**Modification:** Have students get in groups with others who have the same personality and draw a symbol to represent their personality. Display these on the wall.

### **Group Activity: Career Fair**

Subjects: Any/All

#### Objectives

- To write a business letter and a thank you letter
- To build relationships with the community
- To expose students to careers

As a class, make a list of questions about careers. Display these for students to see. Divide students into groups based on their career interests. (Consider using the personality profile on page 11 to do this.) These groups will create questions specifically related to their career area. Then, brainstorm types of professionals that you think could answer these questions.

Review the business letter format. Have students write letters to local companies asking them to send a representative for a Career Day. They can use the list of questions to help them brainstorm their letters.

As you hear from professionals who are willing to make presentations, assign two to three students to each professional. These students should be responsible for

communicating with and orienting the professional to the school, as well as gathering and setting up materials the professional may need. Ask professionals to bring a display board and be prepared to give presentations to small groups. Have students walk around the fair asking their questions from the first step.

Following the fair, have a discussion where students share the answers they have received to their questions from step one. Debrief on the experience of putting together the fair. What went well? What could be improved? Was there anything they could have done differently to make the fair run more smoothly or more organized? Also, as a class write thank you letters to all of the professionals who participated in the fair.

**Assessment:** Have students make a copy of their letters before mailing them to turn in for a grade based on understanding of letter format. Have students complete a self-assessment following the fair to determine their level of involvement.

**Modification/Teaching Tip:** This is a great way to get the whole school involved. Your class can organize it, but try to get a large room reserved and invite the whole school. Or do a smaller version and have one professional come to your class each month.

### **Individual Activity: The Path to Your Career: Who Am I and What Should I Do With My Life?**

Subjects: Speech, Art, Any

#### **Objectives**

- To help students make connections between personality types and meaningful careers
- To introduce students to job possibilities they may not have considered
- To practice giving an oral presentation

After taking the personality test, students should read through the 6 Career Pathways and mark jobs that interest them. Have them choose one job to research, write a short report and present to the class from the list of jobs recommended for their personality. Students should describe the job and find out what the salary range is and how that changes based on education level, or if and what education is required.

Then, students should make a list of questions that they have about their chosen career. Interview two people in that field (one person could be your school counselor or a college admissions counselor). Help students look through the phonebook to find someone to interview. Require one library reference book/online/DVD resource.

Conference with students, if possible (two to three at a time, if necessary.) Have them answer these questions to prepare for their presentation:

- Why did you choose this job? How does it fit with your personality?
- Where would you live? Would you have a roommate, be married, have children?
- What would your daily life be like? How many hours would you work?
- Who would you work for? A large or small company? Your own business?

- How old would you be when you finished your education? Would you work first before finishing your education? Would it matter where you were educated?
- Would there be any room for advancement (promotions, etc.)? How far would you want to advance?
- What would you enjoy about the job? What would you dislike about the job?
- Is there anything you have done or can do to prepare for this job while you are still in middle school and high school?
- How would you convince others to the same job?

Students should give a five-minute presentation about their job to complete the project.

**Assessment:** Give students a rubric before they give their presentation with a list of skills for oral presentations that you have modeled and will be looking for, including a list of required research for them to include in the presentation.

**Modification:** Instead of a presentation, have students create a visual representation of their research and display them around the room.

**Teaching Tip:** Giving time at the beginning of an assignment like this or giving time consistently at the beginning of class, will give students the chance to ask you questions.

### **Group Activity: The Path to Your Career: Get Practical!**

Subjects: Math, Home Economics, Any

**Objectives:**

- To help students practically sort through finances
- To create a budget
- To analyze their career choice and life expectations

**Advance Preparation:** Provide students with community research, like housing information, or be prepared to direct them to some trusted sources, or provide sources in your classroom. Students will need access to Excel and computers, unless you provide them with a chart to use.

After choosing their career and researching the salary range, place students in groups based on their salary ranges. As a group, have students create a budget for their salary. Some roles for students can include charter, organizer, time manager, research assistant, and double checker. Use Excel, or a chart that you provide for them. (If you're using Excel, you can create a formula to calculate as you add in new expenses.) Encourage students as they add expenses, to shuffle things around to make their budget work. Divide your salary by 12 months to calculate a monthly income. Include the following in their chart and require the starred ones:

- \*Monthly Income
- \*Housing expenses (property values/ranges based on your area and calculated into a monthly mortgage or apartment rent prices)
- \*Taxes
- Charitable Giving

- Utilities
  - \*Phone/Cell phone
  - \*Water
  - \*Electricity
  - \*Trash pick-up
  - \*Gas
  - Internet
  - Cable
- \*Car maintenance (including gas) and insurance or Monthly public transportation costs
- \*Saving Goals
- \*Groceries for your family size (Estimate what a day's worth of meals cost and multiply it by 31.)
- \*Insurance – Health, Life, and Home or Renter's Insurance
- Eating out
- Home repair
- Gifts
- Entertainment
- Furniture to furnish your house/apartment
- Travel
- Miscellaneous expenses

Check your calculations to make sure the budget balances. If it doesn't, go back and remove some expenses.

After all groups have completed their budgets, discuss what students learned in this assignment. Did any students change their minds about their career choice? Was this a difficult assignment? Why or why not?

**Assessment:** Make sure students have at least included the required categories. Check their math calculations. Have students create a neat, organized budget to turn in for a grade.

**Modification:** For students who struggle with math and logical assignments, make sure they are partnered with stronger students. If you have access to Quicken or some other budget software, you may want to introduce the whole class to budgeting software.

**Teaching Tip:** Display these on the wall, with a Get Practical banner.

## **Group Activity: The Straight and Narrow Path**

Subjects: Any

Objectives:

- To build community
- To think critically about careers
- To compare strengths and weaknesses

Advance Preparation: Reserve some time in the computer lab. Teach or review with students how to use Power Point, or other presentation software.

Divide students into 6 groups. Give each group one of the career pathways. Create a Power Point presentation. Incorporate music, video, or other multimedia whenever possible. The presentation should include slides for:

- Descriptions of the jobs mentioned in the article for that pathway, as well as two more that the group may come up with to add.
- A picture to represent each job (this can be a photo, an illustration, a cartoon, etc.)
- Descriptions of tools or equipment used for that job
- Skills or subjects needed for that job.
- Famous people or companies related to that job
- Historical significance of job
- Demand for job
- Salary range
- Most unique thing about this job

It may be helpful for students to create a rough draft of their slides before creating them in Power Point.

**Assessment:** Assess students based on completion of above slide requirements, as well as a creativity component.

**Modification:** Create slide requirements together as a class. Have a few required ones in mind and let students add to them, based on their interests.

**Teaching Tip:** Make sure students know how to save their presentations so that you can show them in class. Allow students to do a test run before the final presentation is due.

Helpful Information:

For resources on jobs, try [www.bls.gov/oco/](http://www.bls.gov/oco/).

For a sample budget chart, try [http://en.wikipedia.org/wiki/Personal\\_budget](http://en.wikipedia.org/wiki/Personal_budget).