



***MOVIN'ON* 2008 EDITION – Corresponding Lesson Plans**

November 2007

Dear Educator,

Most of the supplemental material contained here is designed to be flexible enough to fit the needs and time criteria of just about any classroom, regardless of whether you teach one major subject, a cluster of subjects, all subjects, or supervise an after-school program. 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, lesson goals, or the kinds of subjects/skills that will be used; others lesson plans contain one simple, overall objective. These are noticeably indicated in either **blue** or **purple** text. Additional suggestions, like discussion questions or guest speaker ideas, simply serve to provide an alternative route to the same objective. **Teaching tips** are included to underscore specifics that are relative to this age group. Two new additions to this edition's lesson plans include an **assessment** section, indicated in **green**, to help you gauge progress and a list of **factoids**, in **red**, that are simply quick facts with great versatility—use to enhance a lesson, post on a bulletin board, conduct student-led research, etc. They are there to fuel your creativity, so as the 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.

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 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 *Movin' On*

Pages 2–5: “How to be a Superstar in Business”

General Activity: Discussion

Subjects: Math, English, Business, Home Economics, Communications

Objectives

- To introduce students to possible business careers in a variety of fields and salary ranges
- To analyze a piece of reading material
- To communicate observations

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 businesses are the most interesting to you? Why?
- What businesses would you like to know more about?
- What celebrities have success that you would like to emulate?
- What is your definition of success?
- What do you think makes a successful business successful?

While or after reading the article

- What careers are represented in this article? Make a list on the board.
- What does Donny Deutsch do?
- How is he successful?
- What is the dominant trait of Deutsch interviews? Why is this important?
- What does Ingrid Hoffman do?
- How is she successful?
- How is she using her experience and training to benefit her business ventures?
- What does Susan Ward do?
- What are her suggestions for success as an entrepreneur?
- Do you have what it takes to become an entrepreneur? Why or why not?
- What does Robert Irvine do?
- How is he successful?
- How has his career evolved? Why is evolution in business important?
- What does Chelsea Hutchinson do?
- How is she successful?
- How has her career evolved?
- How is she using her experience and training to benefit her business?
- Does being a small business owner appeal to you? Why or why not?

After reading the article

- Which of the careers or people mentioned in the article is most interesting to you? Why?
- Which person is the most successful? Why?
- Refer back to your definition of success before we read the article.

- How do most people define success and how is your definition similar or different?
- What makes you feel successful/How do you achieve success in this classroom?
- How does this success relate to future success in college or a job?

Assessment: Assess student understanding based on participation in the discussion. 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 Activity: Create your own business plan

Subjects: Any, Math, Business, Marketing, Home Economics, Economics, Social Studies
Objectives

- To be creative
- To understand marketing and persuasion
- To communicate
- To think critically

Advance preparation: Have sample businesses and answers to the questions prepared to help lead students in the brainstorming process.

As a class, brainstorm a list of interesting small businesses on the board. Use the article to start, but also consider businesses that exist or may be needed in your community. From this list, have students choose one to research and create a business plan.

In this business plan, students should answer most of these questions:

- What are the legal requirements for starting a business in your state or city?
- What is the timeline for establishing a legal business charter?
- How much money would you need (start-up costs, operating expenses, salaries, etc.)?
- What products and/or services will you provide?
- Who is your target market?
- What other competition already exists and how will this affect your financial goals?
- How easy is it to break into this business? (Is there a lot of resistance? Would it be welcome by your community?)
- Does the community already see a need, or will you need to create a perceived need?
- What is your interest and interest level in this business?
- How will you maintain it? (For, example, if one of your weaknesses is finances, how will you raise or conserve capital?)
- How will you get the emotional support you will need?

- Would you have partners? Why or why not? If so, who would those people be?
- Create a job application for future employees. What information will you include on the job application to get the kind of employees you want?
- How would you grow the business, perhaps to the point of big business?
- How would you market it in this community first, then to a wider audience eventually?

After researching and brainstorming answers to these questions, create a business plan with the answers in a neat format of 2–4 pages. Students may use charts and graphs as needed.

Assessment: Require students to condense their plan to the page requirement while still including a certain number of answers to the questions. Create a rubric based on how many answers they include and the depth and quality with which they answer.

Modification: If students struggle making a list together, give them time to do research on the internet or in your local newspaper or phonebook for ideas or local businesses. For extra points, you may have students interview a professional involved in a business related to the one they chose and have this professional comment on their business plan in a letter. You may choose to limit the field to ones related to your subject area.

Teaching Tip: You may want to model this with students first so they can see sample answers for a business or at least talk through answers with them as a group or individually.

Group Activity: Dazzling Entrepreneurs

Subjects: Film Studies, Business, Theater Arts, Speech, Social Studies, Communications
Objectives

- To be creative
- To understand marketing and persuasion

Advance preparation: Record, rent, or download an episode of “The Apprentice,” a show on the Food Network, The Travel Channel, “The Big Idea with Donny Deutsch,” or clips from a variety of shows. Acquire/borrow a means to show the recordings to the class. Also secure video cameras for the students to use. Many students may be able to bring their own from home. The amount you are able to acquire may determine the size and number of the groups you will have. Select groups for students.

Show students the episode or clip. Discuss and analyze it as a class.

- What is the premise of the show?
- Would/do you watch this show regularly?
- Who is the target audience? How do you know?
- What business is portrayed and how?
- Who is the host and how does he contribute to the show’s effectiveness?
- Does the show accomplish its goal? How do you know?

In their groups, students should create their own show--based on a business. Have them film an episode of the show. Require students to answer the questions they answered above in their episode. Show film projects in class. Ask viewing students to respond to each group's film as you show these in class.

Assessment: Evaluate based on answers to questions, completion of video project, participation of each student in group and viewing participation of other groups.

Modification: Have students watch a show of their choice for homework and analyze it on their own. Then, have them bring in their analysis to discuss in a small or large group.

Group Activity: Small Business Career Fair

Subjects: Business, English, Communications

Objectives

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

As a class, make a list of questions about small business. Display these for students to see. Then, brainstorm about small businesses in your local community.

Review the business letter format. Have students write letters to local businesses asking them to send a representative for the Small Business Career Fair. They can use the list of questions to help them brainstorm as they write 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.

Helpful information:

For information on business, try <http://www.myownbusiness.org/>,
<http://www.sba.gov/smallbusinessplanner/index.html>,
<http://www.moneyinstructor.com/buscareer.asp>, <http://www.myownbusiness.org/s2/>,
<http://sbinformation.about.com/od/bizopportunities/a/bestsmallbiz.htm>.

Factoids:

- What celebrity businessman served as executive producer and star of the hit reality TV show “The Apprentice”? A: Donald Trump.
- Did you know that legendary business man and Hollywood producer Samuel Goldwyn was born with the name Schmuel Gelbfisz?
- Celebrity tycoon Ross Perot ran for President of the United States in 1992 as an independent candidate.
- What now-famous businessman co-founded Apple Computer with fellow computer enthusiast Steve Wozniak in 1976? A: Steve Jobs.
- Did you know that celebrity business woman Martha Stewart was sentenced to five months in prison on July 16, 2004, as part of a stock fraud case?
- Famous tycoon Howard Hughes bought the Desert Inn Hotel in Las Vegas after management attempted to evict him from his room.
- What business celebrity began his illustrious career by collecting and selling lost golf balls? A: Warren Buffett.
- Did you know that Oprah Winfrey was sued by a group of cattle producers in 1996 after discussing mad cow disease on television?
- The richest person in the world in 2004 was Bill Gates.
- Which celebrity entrepreneur originally wanted to be a race car driver? A: George Lucas.

Page 6: “5 Mistakes to Avoid When Planning for College”

Individual Activity: Goal-setting

Subjects: Study Skills, Any

Objectives

- To set goals
- To learn to adjust goals
- To establish or build on good study skills
- To prepare for college

Assist students in setting goals for themselves. Brainstorm possible realistic goals for students. Goals may be academic-oriented or community-oriented. Students should choose one goal from the list, or a practical, measurable goal of their own (such as finishing their homework before dinner three nights a week or researching one college of their choice) Students should choose one goal for the month. Have them choose a friend or mentor to hold them accountable. They should check in at least weekly with this mentor. Have them document this accountability.

At the end of the month, students will write a summary of their accomplishments, answering the following questions:

- Do you think too far ahead, take on too much, or procrastinate?
- Was this goal realistic? Why or why not?
- Was it measurable? Why or why not?
- How can you avoid procrastinating next time, if that is a problem for you? Make a plan for how you could have structured your time differently.

Assessment: Collect summaries from students and conference with them regarding their results.

Modification/Teaching Tip: Repeat every month, or have goals that extend for a longer period of time: quarter, semester, year, etc.

Helpful Information:

For other lesson plans on setting goals or other good tips for planning ahead, try

<http://www.goodcharacter.com/BCBC/Goals.html>,

<http://www.lessonplanspage.com/SSLAOMDCCommunityUnit-GoalSettingL36.htm>,

<http://www.ncpublicschools.org/nccep/lp/lp99z.html>, <http://www.readwritethink.org>.

For additional tips on planning for college, try

<http://www.collegeboard.com/student/plan/index.html>.

Page 7 and 26–29: “A Legacy of Excellence” and “Let Dreams Take you Anywhere”

Group Activity: Demystifying Two-Year Colleges

Subjects: English, Art, Communications, Social Studies

Objectives:

- To use inductive and deductive reasoning
- To think critically about stereotypes
- To be creative
- To read, infer, and analyze an article

Advance Preparation: Either provide poster board/paper for students, or have them bring in their own.

Generate the following handout, or write these statements/myths about two-year colleges on the board:

- Two-year colleges are all the same.
- Students in two-year colleges drop out.
- I'll never survive a four-year college after attending a two-year college.
- Four-year colleges don't accept two-year college credits.
- Transferring from a two-year college to a four-year college is too hard.
- I can't get financial aid if I go to a two-year college.
- Two-year colleges are for older students and students who work full-time.
- Two-year colleges are just high schools with ashtrays.
- Nobody who is anybody goes to a two-year college.
- I shouldn't go to a two-year college unless I want a vocational/technical career.

Use these statements as an anticipation guide. Read them aloud and discuss student perceptions of them as a class. Do they agree or disagree? Allow students to share their thoughts, without correcting them.

Then, students should read “A Legacy of Excellence” and “Let your Dreams Take you Anywhere”. Discuss the following:

- How was he or she (each highlighted celebrity) successful?
- What are some positive aspects of Two-Year Colleges? Make a list.

Find statements that disprove each of the initial statements about Two-Year Colleges in either article or other sources. Divide the class into groups. Each group should create a poster for one of the statements, demystifying it.

Assessment: Make sure posters include the original statement, a statement from one of the articles disproving it, and some type of visual expression.

Modification: You may want to have students add their own stereotypes about Two-Year Colleges to the list at the beginning.

Group Activity: College Commercial

Subjects: Film Studies, Communications, Any

Objectives

- To expose students to two-year colleges that they may not be aware of
- To practice researching skills
- To prepare for college

Divide students into groups of three. For each group, assign them a two-year college from your area or state with websites that are easy to navigate, or allow them to choose their own.

Students will analyze the webpage for that college and request a college catalog. Look for the following: requirements for admission, financial aid/scholarship information, housing, interesting majors, student/faculty ratio, location, extracurricular activities and study abroad programs, honors programs and any other additional information of interest to the student.

Have the group then create a commercial, including a script of 2–4 minutes. The commercial should include: as much of the information as possible in their allotted time, as well as how/why someone would go there and what you would do with a two-year degree. They should do all of this with a persuasive purpose in mind. Students may choose to present the commercial skit in class, or to film it before hand. Each member of the group needs to be able to communicate to you how he or she was involved—especially if they only worked on this outside of class.

Assessment: Evaluate students by their level of involvement and amount of information included in the commercial.

Modification: You may choose to allow students only one minute for their commercial. Students could vote on the best commercial at the end—the one that they find most persuasive. Or, you could have students come up with their own questions at the beginning of the assignment to drive their research.

Teaching Tip: You may want to show some college commercials. These can be found on their websites or may be recorded from your local television stations.

Helpful information:

For resources on colleges, try www.collegeview.com , www.petersons.com, www.collegeboard.com, and www.collegeboard.com/student/csearch/where-to-start/150494.html. Also check out the websites of local two-year colleges in your area.

Pages 8–9: “Move Your Career Ahead at Mach Speed”

General Activity: Discussion

Subjects: Computer Applications, English, Applied Communication

Objectives

- To introduce students to possible careers using technology
- To analyze a piece of reading material
- To communicate observations

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.

Read the article and discuss the following questions:

- How is technology important?
- How can your understanding of technology enhance your marketability?
- What jobs are mentioned in this article?
- How do these jobs use technology in traditional ways?
- How do these jobs use technology in unique ways?

Assessment: Assess student understanding based on participation in the discussion. 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 Activity: Teacher for a day

Subjects: English, Computer Applications, Business

Objectives:

- To analyze careers
- To compare fields

Review effective presentation skills, such as clear communication, preparation, involving audience, displaying a visual that is easy-to-read, etc.

Research three fields that are not directly related to technology or mentioned in the article. Look for the most unique uses of technology that you can find. Use the Internet and at least one other source.

After finding the above information, have students present their information including why he or she thought this was a unique use of technology. Students should write their own multiple-choice quiz asking questions about the fields presented. Each student should give his quiz to the class and then take a few minutes to explain the answers.

Assessment: Evaluate students based on the depth of their research and their presentation skills.

Modification: Brainstorm fields together before assigning essay. Have students write a traditional research paper discussing how the use of technology impacts the fields in an essay. You may want to have students work in a group to decrease the amount of time this activity takes.

Helpful Information: For help finding jobs to research, try www.bls.gov/oco.

Factoids:

- What ranking did Forbes Magazine give to Google co-founder Sergey Brin, who is among the world's wealthiest people? A: 16th
- PDF stands for Portable Document Format.
- What is the term now used to describe online music storage services? A: Lockers
- Of the following, which Congressmen authored a bill to prevent Internet gambling in the U.S.: Shelley Berkley (D-Nev.) B. Robert Goodlatte (R-Va.) C. Jim Moran (D-Va.) D. Jon Porter (R-Nev.) ? A: Robert Goodlatte.
- Did you know that South Korea has set up a video game addiction hotline?
- The Treasury Department recently dropped its tax on long distance telephone calls that was established 108 years ago.
- The first hard drive available for an Apple computer had a capacity of 5 megabytes.
- Did you know that there are 6,000 new computer viruses released every month?
- The first Harley Davidson motorcycle was built in 1903, and used a tomato can for a carburetor.
- Did you know that *Time* magazine named the computer its "Man of the Year" in 1982?
- The first flexible, rolled film for still photographs was introduced only about 4 years before the first motion picture was made.
- Did you know that a 1999 survey of English-language dictionary words found that 93 percent of them have been registered as dot-coms?
- A chest X-ray is comprised of 90,000 to 130,000 electron volts.
- Did you know that a device invented as a primitive steam engine by the Greek engineer Hero (about the time of the birth of Christ) is used today as a rotating lawn sprinkler?
- A telegram was sent to Eleanor Roosevelt from the 1939 World's Fair in New York using only the current of electric eels.
- Did you know that an airplane's black box (recorder) isn't really black but actually orange?

Pages 10–11: “College Activities: The Bling Your Resume Needs”

Group Activity: Hall of Fame

Subjects: English, Any

Objectives

- To build community in your classroom
- To understand strengths and weaknesses

Each student should make a list of his strengths and weaknesses. Then, he or she should have a trusted friend or mentor make a list for them. Each student should compare his lists privately. Note similarities and differences, but pay special attention to items that are similar but worded differently.

As a class, discuss the differences in these lists and how the wording of them could be perceived by a college admissions board. Discuss ways to communicate weaknesses in a stronger light. For example, use “attention to detail” instead of “perfectionist.” You may want to suggest common strengths and weaknesses, such as “leadership ability,” as well as mentioning unique strengths and weaknesses, such as “musical ability”.

Then, have the whole class write their strengths on one poster board or some butcher paper and display them as your wall of fame.

Assessment: Have students write a paragraph about how they will improve one of their weaknesses. Use these to have students create a resume, with categories for work experience, education, extracurricular and community activities and objective.

Modification: Invite a college admissions counselor to come and talk about effective ways of expressing strengths and weakness and the importance of students knowing their strengths and weaknesses.

Group Activity: Community Service

Subjects: Math, Home Economics

Objectives

- To build relationships with the community
- To connect math skills with real-life activities
- To provide a hands-on learning experience

Advance preparation: Research or have the students research nonprofit organizations that have a painting need.

After contacting an organization that needs a paint job, have students start calculating what it will take to get the room painted (you may want to give students or have them choose roles for this project based on the steps below):

- Measure the length of the room.
- Calculate the amount of paint needed to cover the walls.
- Discuss paint color, style and budget with the owner.
- Compare prices on paint or see if the paint can be donated.

- Figure out what supplies will be needed (tape, paint rollers and brushers, paint bins, drop cloths, etc.).
- Compare prices on supplies.
- Purchase supplies and paint.
- Set up a time to do the painting.
- Help students divide the painting up.
- Facilitate the paint job.
- Make sure that the owner is satisfied with the results.

Assessment: Give students a grade for based on participation in the project.

Modification: If this seems unrealistic for your school or community, talk with your principal about allowing the class to paint a room in the school. Or, if you have some particularly talented art students, discuss with the room owner about letting these students paint a mural on one wall.

Teaching Tip: Allow students to do as much of the work as possible. Suggest things that they may not think of, but allow them to guide the project as much as possible.

Group Activity: Freshman Activity Fair or Community College Fair

Subjects: Any

Objectives

- To build community in your classroom and school
- To develop planning, organization and logistics skills
- To expose students to opportunities that will build their college resume

Advance Preparation: Secure a location and permission to have the fair and some supplies, or have students bring their own.

As a class, organize a fair where students can come to see what activities are available. Divide the class into different groups. Assign groups to coordinate the following aspects of the fair:

- organizing the booths
- communicating with the organizations (student government, debate, football, choir, etc.)
- manning and organizing the welcome/registration table
- soliciting door prizes
- setting-up
- gathering feedback from groups and attendees
- cleaning up
- other needs as they arise

Assessment: Have students complete a self-assessment following the fair to determine their level of involvement.

Teaching Tip: This is a great way to get the whole school involved and to give students ownership. Be available, but don't take over. Your class can organize it, but try to get a large room reserved and invite the whole school.

Modification: Give extra points if students join a group during the fair.

Helpful Information: For information on strengths and weaknesses, try

<http://content.monster.com/articles/3479/18472/1/home.aspx>,

<http://www.interviewstuff.com/strengths-weaknesses.html>.

For resources for community painting, try www.habitat.org, www.lowes.com, www.homedepot.com.

Pages 12–13: “1st Responders: Who *You* Gonna Call?”

General Activity: Discussion

Subjects: English, Any

Objectives

- To discuss a piece of writing
- To connect with ideas
- To expose students to life-saving careers

Discuss the following questions with students after they have read the article.

- What does 1st responder mean?
- What are some examples of 1st responders mentioned in the article?
- What do you think of when you hear these jobs—firemen, policeman, etc.?
- How are they portrayed in the media? Do you agree or disagree with this portrayal?
- What do you believe is the most important thing to consider when looking for a job—purpose, interest, money, potential for success, challenge?
- Why do you think these types of jobs are growing so much at this time?

Individual Activity: Job Shadow

Subjects: Any

Objectives

- To expose students to life-saving careers
- To think critically about jobs.
- To experience a job of interest
- To build community relationships

Advance preparation: Get permission for students to miss a day of class to shadow a professional 1st responder.

Contact someone in your area who is involved in one of the professions mentioned in the article. Set up a time to interview this person. Come up with questions together as a class or have students come up with their own. Here are a few to get you started:

- What is your profession, and how long have you been involved?
- How did you get involved in this profession?
- What has been your most rewarding experience?
- What has been your most difficult experience?
- What is the best thing about your job?
- What is the worst thing about your job?

Then, students should shadow this professional for one day. Experience a day in the life of a 1st responder.

Assessment: Have students summarize the experience in a paragraph.

Modification: Have students write a biography about a person who is a 1st responder, or have them work in groups. Another approach is to ask several 1st responders in your community to come into the classroom as guest speakers for a Q & A about their careers.

Individual Activity: Community Service

Subjects: English, Any

Objectives

- To build community relationships
- To write for a real audience
- To write creatively
- To analyze experiences

Contact a local shelter, hospital, fire station or police station. Schedule a time to volunteer. Then, write a story based on your experience. It may be fiction, but must be based on your experience in some way. Show this by using details. Try to get it published in the school newspaper.

Assessment: Evaluate the story to make sure it is based on the unique experience of the student.

Helpful Information: Try looking in your local phone book, or checking online to see if the life-saving professions in your area have websites.

Factoids:

- Did you know that Willem Einthoven invented the electrocardiogram (EKG) in 1903?
- In 1816, Dr. Rene Laennec developed the first monaural stethoscope. He rolled 24 sheets of paper to make a tube. One end placed on the patient's chest and the other end in the doctor's ear. The first stethoscope was made of wood and was designed for use by one ear.
- Did you know that Earle Dickson, cotton buyer for Johnson & Johnson, invented the band-aid in 1921?
- The United States pioneered helicopter-ambulances during the Korean War.
- Did you know that St. Vincent's Hospital in New York City started the first mobile coronary care unit in 1968?
- What is the definition of the medical term: Borborygmi? A: The rumbling sounds of the stomach due to moving gas.
- Can a person with unequal pupils be considered normal? A: Yes, this condition is called "Anisocoria"
- Did you know that Benjamin Franklin founded Union Fire Company, the first volunteer fire department in America?
- The origin of the traditional firefighter helmet began in New York.
- Why are fire engines red? A: At the time they were first constructed, red was the least expensive color of paint.
- Did you know that you're just as likely to be saved by a firefighter administering CPR as a fire department hose or ladder?

- Today's firefighters wear what are called "turnouts" or "bunker" gear, which comes from the custom of turning them inside out and leaving them next to bunks to decrease the time it takes to put them on.
- Did you know that New York is the only city to place the "fire department" (initials) first—FDNY?
- Did you know that a citizen really can make a "Citizen's Arrest"?
- The requirement of police to read a suspect his Miranda Rights as soon as he is placed under arrest is a myth maintained by television shows.
- Police officers are sometimes called "cops" because the first paid professional police were issued badges made of copper. The badges became known as "coppers," then the officers themselves adopted the nickname. Most officers do not consider "cop" a derogatory term.
- Why are cops often associated with doughnuts? A: Until recent years, doughnut shops were the only places in most towns where midnight-shift officers could find a comfortable, well-lighted workspace—complete with restrooms and telephones.

Pages 14–15 : “What is College Really? An Internship for Life”

Group Activity: The Cliché

Subjects: English, Study Skills, Social Studies, Any

Objectives

- To analyze a literary technique
- To think critically about culture expectations
- To be creative

Discuss clichés. What is a cliché? Are they always true? How can they be false? Can you relate to any of them? Any personal experiences to share?

Write the categories from the article on the board: Time Management, Money Management, Relationships, Health. Find or make a list of clichés students know. Sort them by the categories from the article: Time Management, Money Management, Relationships, Health.

Divide students into groups. Each group should choose one category and display their clichés in a powerpoint presentation.

Assessment: Evaluate the powerpoint presentation for completion and understanding of clichés.

Modification: Have students interview a former student/current college student to get their opinion on the clichés your class is discussing.

Teaching Tip: If you have access to former students, this would be a great way to involved them and get their input on their experiences in college.

Individual Activity: Rotating Study Habits

Subjects: Any, Study Skills

Objectives

- To promote good study habits
- To encourage students to use their time wisely

Advanced Preparation: Gather markers and posters or large post-its to hang around the classroom.

Make a list of good study habits and another list of bad study habits. Start with the ones from “Dr. Bart’s 5 Keys to College Success”. Put as many habits as you can on posters and hang them around the room. Have students walk around and respond to each one. If they already do a particular habit or if they want to implement it into their study routine, they should put a check on the poster. They are also free to add comments as long as they put their name beside them. If it is a bad study habit that is a part of their routine, they should write how they can improve that study habit.

Have students walk around after they are finished commenting to see what other students have written. Discuss as a whole class if you wish.

Assessment: Evaluate students by participation in the rotating study habits.

Helpful Information: For help thinking of clichés, try www.clichesite.com. For help with study habits, try <http://tutoring.sylvanlearning.com/study-skills/index.cfm>.

Factoids:

- Did you know that a challenging college preparatory program or some advanced placement courses will help you succeed in college?
- Standardized tests (ACT, PSAT, & SAT) are not more important than your high school grades.
- Did you know that a lot of students discover their ideal field while taking a course they didn't expect to like?
- Some of the nation's finest colleges don't play big-time athletics. Judge a college on its own merits, not on name recognition.
- Did you know that extracurricular activities help your application only if the college already believes you can do the work based on your academic history?
- Being undecided in a major doesn't mean that you should automatically choose a big college. The best college is one that has core requirements or distribution requirements that ensure you will explore new areas and fields.
- Did you know that about two in five students change their major fields of interest before they actually enroll in college, and about one in two changes his major field once enrolled? Look for a college that has your current field of interest but is also strong in all its areas.
- The best time to visit colleges is before you apply.
- Did you know that only about one in five students completes college in four years?
- The more mathematics, science, and languages you take, the better your chances are for getting into a good four-year college, and the better your chances of success once you get there.
- Did you know that residence halls are more than just places where you sleep? Many colleges and universities have regular activities in the residence halls, ranging from film festivals to Super Bowl parties.

Pages 16–25: “The Path to Your Future” and “Hot Jobs”

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 articles 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 or mentor to tell you what he or she knows about your personality.

While or after reading the article

- Read the personality section on page 17. Choose one-three personality types that seem to resonate with you.
- Have you ever thought about pursuing a job based on your personality?
- What kinds of jobs do your parents have? Did they consider their personalities when choosing a job? How do you think their lives would have been different if they had/hadn't?
- As you read the following pages, mark jobs that interest you and/or 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. Hang these on the wall. Develop questions as a class relating to the careers presented in the personality style for all the personality groups to discuss in each group. Hopefully, this will result in a bonding of the group members for future encouragement as they explore careers.

Individual Activity: Which Career is for Me?

Subjects: Speech, Art, Any

Objectives

- 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 “Hot Jobs” article and mark the ones (at least three) that interest them. Have them choose one job to research and present to the class from the list of jobs recommended for their personality. Students

should find out what the salary range is and how that changes based on education level, or if and what education is required. Write a short report on what they find.

Then, students should make a list of questions that they have about one of the three careers. 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.) Help students come up with a budget to live off of based on this job's salary. Students should give a five-minute presentation about their job to complete the project. 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 high school?
- How would you convince others to the same job?

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.

Helpful Information:

For resources on jobs, try www.bls.gov/oco/

Factoids:

- Did you know that a Wrinkle Chaser irons the wrinkles from shoes as they are being made to ensure that they are perfectly smooth when you buy them?
- What do you call someone who separates girl chicks from boy chicks? A: A Chicken Sexer.
- A Citrus Fruit Colorer gives citrus fruit a more natural coloring--because fruit is often picked before it has a chance to fully ripen.

- Which of these jobs isn't real: Dance Therapist, Laugh Therapist, Style Therapist Color Therapist? A: Style Therapist.
- Did you know that chefs depend on an Apron Cleaner to keep them clean?
- A Celluloid Trimmer shaves down a golf club and adds celluloid bands onto the clubs to make the leather grip stay put.
- Did you know that a Potato Chip Fryer makes \$10 per hour?
- What does a cowpuncher do? A: Herd, castrate, and brand cattle on farms, as well as repair fences, water troughs, and other maintenance work.
- Odor Judgers smell armpits all day to help them make deodorants that will properly mask the smell of sweat.

Factoids taken from

http://www.usefultivia.com/celebrity_trivia/business_celebrity_trivia_index.html,
<http://www.knowhow2go.org/index.php?categoryid=95>,
<http://www.knowhow2go.org/index.php?categoryid=96>,
http://www.washingtonpost.com/wp-srv/technology/articles/quiz_archive.htm,
<http://www.kidzworld.com/quizzes/show/430>,
<http://www.pbs.org/wnet/heroes/primer.html>, <http://www.sheriff-okaloosa.org/Press%20Releases%202007/cc072007.htm>,
<http://www.norcalems.org/trivia.shtml>, <http://www.comedy-zone.net/triviazone/history/computers-trivia.htm>,
<http://www.coolquiz.com/trivia/directory/directory.asp?dir=Technology>.

Pages 30–31: “Be Debt-Free at Graduation”

Individual Activity: What's *that* cost?

Subjects: Math, Economics, Home Economics,

Objectives

- To apply understanding of spreadsheets/charts/graphs to authentic situations
- To compare financial needs for college attendance
- To prepare for college
- To understand money matters
- To strategize ways to be debt-free or mostly debt-free and still go to college

Ask students to research tuition and fees for two-year and four-year colleges of interest. For one of these schools, they are to create a college budget. As they complete their budget, they are to answer these questions as well:

- Will you work?
- How or will your parents contribute?
- What are your long-term goals?
- If you do take out a loan, consider interest and starting salary and monthly bills post-college.
- How much could you save by attending a two-year college first?

Use the following categories to help students get started: Income from jobs, parents, student loans, scholarships, financial aid, miscellaneous sources; Expenses: Rent or Room and Board, Utilities, Telephone, Groceries, Car Payment/Transportation, Car Insurance, Gasoline/Oil, Entertainment, Eating Out/Vending, Tuition, Books, School Fees, Computer Expenses, Personal/Clothes. Create a chart or spreadsheet.

Along with the spreadsheet, ask students to write a one-paragraph reflection of this process.

Assessment: Evaluate students based on their completion of the spreadsheet and reflection.

Modification: You may want to have parents sign the budget to confirm that they have seen it to get them involved in the process as well, or you may want students to complete a budget for more than one school and compare them.

Helpful Information:

For college budget tools and resources, try

http://www.nextstudent.com/tools_and_resources/calculators/college_budget.asp,
<http://studentloan.citibank.com/mbslcsite?op=budget&formtype=loadbudget&source=yahoo>,
http://www.salliemae.com/about/news_info/newsreleases/082307.htm,
<http://www.collegeanswer.com/global/quicktools/quicktools.jsp>.

Factoids/Myths about College:

- Did you know that high tuition is not a requirement for a good education?
- Student financial aid given in 2004–05 rose to a record level of more than \$129 billion.
- Did you know that Financial Aid is awarded to many families with incomes they thought would disqualify them?
- If your parents saved money for college, thank them! And don't assume you aren't eligible for aid.
- Did you know that some scholarships are based totally on financial need and not at all on grades?
- Applying for a loan doesn't mean you are required to take it.
- Did you know that students who work a moderate amount while in college often do better academically?
- Don't assume that living at home is the only option. Living on campus may create more opportunities for work and other benefits.