



2009 Edition
Corresponding Lesson Plans

October 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 **teal**, **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. These plans may be used in a career workshop over a one or two week period. You may also elect to spread it out over a nine-week period or semester and add other career components. 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 *Movin' On*

Movin' On 2009 Lesson Plans

~~~~Pages 2-5: “It’s Easy Being Green”~~~~

General Activity: Discussion

Subjects: Environmental Science, Family Consumer Science, Science, English, Social Studies

Objectives

- To introduce students to earth-friendly careers
- 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 does “being or going green” mean to you?
- What earth-friendly careers do you know of?
- In what way is your life earth-friendly? Your school? Your community?
- How do you see your responsibility for the environment?

While or after reading the article

- What does “being green” mean in this article?
- Why would it be good to consider a career in this industry?
- What are some examples of green careers? Which one surprised you the most as a job?
- What is one new “eco-friendly” habit that you can try to incorporate into your life?
- Which “eco-friendly” habit would be the most difficult for you and why?
- Why is “being green” a political issue for people? Which side of the argument do you feel like you are on?

After reading the article

- What did you learn about the environment from reading this article?
- Which of the careers mentioned in the article is most interesting to you? Why?

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.

General Activity: Home Energy Analyst—One Day Only!

Subjects: Environmental Science, Family Consumer Science

Objectives

- To make connections with the community
- To introduce students to a new career
- To make the concepts of the article more practical

Advance preparation: Schedule a Home Energy Analyst in your community to come speak to your class. Have teachers volunteer for a room energy analysis.

As a class, brainstorm questions to ask the Analyst. Consider the following: how is your school energy efficient? How could it be more energy efficient? How can landscaping, window treatments and flooring affect efficiency?

Modification: Analyze your home for its energy efficiency. OR Organize a school campaign.

Teaching Tip: Contact your local energy utility, if you have trouble finding an analyst. If your school has an environmental club, consider coordinating with the members on this project.

Individual and Group Activity: What's All This About Global Warming?

Subjects: Science, Environmental Science, Film Studies,

Objectives

- To analyze Global Warming from two sides of the issue
- To understand predictions
- To apply predictions to real life
- To compare and analyze predictions
- To make predictions based on real data

Advance preparation: Rent or borrow a copy of *An Inconvenient Truth* and *The Great Global Warming Swindle*. Schedule time in the computer lab.

As an introduction to predictions, you may want to mention models, also—such as the atomic model or a globe. Look at some samples of predictions. Consider fuel prices. Track the change in fuel prices over the last two years. Research the previous year's averages. What are some reasons for the changes? Make a prediction for the future of fuel prices. Then, make recommendations for helping people save money.

To analyze the Global Warming debate, watch the documentaries and research the NASA website—in either order.

Discuss and analyze it as a class. Here are some questions to consider:

- What is the premise of the documentary?
- How can/should this affect you?
- Why do you think this documentary is sometimes polarizing?
- How do you see your responsibility to care for the earth?
- Does this movie provide a good example of predictions based on real data?

Either before or after watching the documentary, have your students research the www.nasa.gov website to find recent articles about global warming. Compare these findings with the information presented in the documentaries. Discuss these differences as a class.

Now, look back at your introductory predictions based on the films and website research. Would you change anything about them? Why or why not?

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

Modification: Plato said, “Necessity is the mother of invention.” Discuss the meaning of this quote. What would have to happen if we used up all of the fuel? OR Write a report on alternative energy sources. OR Have students use their research to actually debate the issues in class.

Group Activity: Green 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 earth-friendly careers

As a class, make a list of questions about earth-friendly careers. Display these for students to see. Then, brainstorm earth-friendly careers in your local community.

Review the business letter format. Have students write letters to local businesses asking them to send a representative for the Green Career Fair. 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 or several in a week.

Helpful information:

For more information on climate change, try www.ipcc.ch or www.nasa.gov .

For information on fuel research, try

http://www.eia.doe.gov/oil_gas/petroleum/data_publications/wrgp/mogas_home_page.html and <http://www.epa.gov/fueleconomy/data.htm>.

For information on home energy analysis,

http://www.smartenergyliving.org/cm/Home_Owners/Energy_Efficiency/Energy_Analysis.html.

~~~Pages 6 and 30-31: “College is a Solid Investment for You” and “CFI: College Finance Investigation”~~~

Individual Activity: Allegory

Subjects: English, Math, Any

Objectives

- To analyze choices
- To understand and apply allegory

Write two allegories—the first should be about a student who goes to college and the second about a student who chooses not to go to college.

For the first student, consider these questions:

- How does he/she end up going to college? What experiences led to that decision?
- What is the college experience like? Is it easy? Why or why not?
- What does he/she pursue in college?
- What kind of job does he/she get after college?
- What types of obstacles does he/she encounter in and out of college?
- How does a college education impact those obstacles?

For the second student, consider these questions:

- How does he/she end up not going to college? What experiences led to that decision?
- What does he/she decide to do after high school?
- What obstacles does he/she face?
- How does a lack of a college education impact those obstacles?

Discuss the impact of choices on your future options.

Modification/Teaching Tip: Have half of the class write a story on the first kind of person and the other half on the second kind of person. Then, have them swap papers. Or have them write and perform a skit instead.

Individual Activity: What’s *that* cost?

Subjects: Math, Economics, Family Consumer Science

Objectives

- To apply understanding of spreadsheets/charts/graphs to authentic situations
- To compare financial needs with 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

Research tuition and fees for two-year and four-year colleges of interest. For one of these schools, create a college budget. As you complete your budget, you will have to answer these questions as well:

- Will you work while you attend college?
- How or will your parents contribute?

- What are your long-term goals? What do you think your starting salary range will be?
- 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 and then transferring?
- Many schools have annual increases in tuition. Research the last 10 years of tuition at a college and allow for that in your budget.

Use the following categories to help you 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, write a 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. OR Compare the end-cost of your degree to the expected starting salary for your chosen career.

Teaching Tip: Check the Admissions or Financial Aid office for that college for assistance.

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>.

For information on or help teaching allegory, try

<http://teachers.net/lessons/posts/3130.html>,
http://www.readwritethink.org/lessons/lesson_view.asp?id=1082.

~Pages 7 and 26-29: “Ordinary People—Extraordinary Achievements” and “Hit Your Stride at a Two-Year College”~

General Activity: Discussion

Subjects: English, Any

Objectives

- To analyze a text
- To consider college choices
- To define “success”

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 about Perry Parker and Allison Taylor:

- Who is he/she?
- What advice would he/she give you?
- How is he/she a pioneer?
- How was community college a stepping stone for him/her?
- To whom or what does he/she credit his/her success?
- What makes someone successful in your opinion?

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: What Makes You *You*?

Subjects: English, Health, Psychology

Objectives

- To connect with a text
- To reflect
- To express yourself through writing
- To communicate effectively

Using the following questions to guide you, write a story, poem, article, or create a visual collage to represent you:

- What events and circumstances make you who you are?
- Who has influenced you?
- How are you successful?

Here are some other questions to consider as you plan:

- Where were you born?
- Where do you live now?
- What is your family like?
- Make a list summarizing some of your most vivid memories.
- How have these things made you who you are today?

Modification: For a specific content area, have students write their history in that area.

Teaching Tip: Brainstorm together as a class.

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 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.
- Competitive 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 not "real" colleges.
- 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 "Ordinary People..." and "Hit Your Stride..." 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, Speech, Theatre, 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 two to three two-year colleges with websites from your state 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, and any other additional information of interest to the student.

Have the group then create a commercial, including a script, of 2 to 4 minutes. The commercial should include as much of the information as they can 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. Students may choose to present the commercial as a live 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 minimum of information included in the commercial.

Modification: You may choose to only allow students one minute for their commercial. Students could vote on the best commercial at the end—the one 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. You could find them on their websites or record them 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: “Do You Have a Mind for Manufacturing?”~

General Activity: Discussion

Subjects: Metal or Wood Shop, Economics, Business, Math

Objectives

- To introduce students to careers in manufacturing
- To analyze manufacturing careers

After reading the article, discuss the following questions as a class:

- What are some reasons to consider a career in manufacturing?
- What are some reasons jobs are available in this field?
- How do they impact our economy?
- What would our country be like if these jobs were gone?
- What is the closest manufacturing plant to your community?
- What does this plant make?
- If it is a retail manufacturer, where is the product available and what is the target market?
- If it is not a retail manufacturer, who is the end user?
- How many people would be affected if the workers at this plant went on strike—think beyond those employed by the plant?

Group Activity: You Make it!

Subjects: Wood Shop, Economics, Business, Marketing

Objectives

- To follow the manufacturing process from beginning to end
- To make connections with manufacturing
- To analyze the manufacturing process

As a class, manufacture bird houses in small groups. Divide students into groups. Each group should have a Quality Control Inspector, Health and Safety Engineer, Manager, and a few Line Workers. Review the article or do other research to understand these roles.

As a class, determine the steps needed to manufacture a birdhouse. Lead students to these steps:

- Determine who would buy it? Do some market research to determine who is interested, how it should be decorated and what it can be priced.
- What materials would you need?
- What tools would you need?
- Purchase the tools and materials.
- Set a goal for completion of the final product.
- Put it together.
- Set a price based on raw materials, desired profit and additional costs incurred.
- Try to sell the product.

Analyze the process. How could your group have been more efficient? How would it have been different without one person in your group? Discuss the answers to these questions as a class.

Modification/Teaching Tip: Compare resources needed to build one birdhouse versus 100 birdhouses. How could you be more efficient building 100?

Individual Activity: Interview

Subjects: Study Hall, Any

Objectives

- To expose students to extracurricular activities that can assist them in getting into college
- To build community

What academic tournaments, honor societies, or other competitive clubs are available at your school? Interview a member from one of these groups and submit that interview to the school newspaper. Some questions you might ask:

- What is the name of your group?
- How long have you been involved?
- How did you get involved in this group?
- Why do you like being part of this group?
- How do you think being involved affects your schoolwork?
- What qualifications does someone need to be involved in this group?
- What would you say to someone in high school interested in getting involved in this group?
- What would you say to someone in middle school interested in getting involved when they are in high school?

Assessment: Give students a completion grade for handing in a written or typed version of the interview.

Individual Activity: Be teacher for a day!

Subjects: English, Computer Applications, Business, Speech

Objectives:

- To analyze careers
- To compare fields

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

Research three fields related to manufacturing, you might consider selecting from the 21 manufacturing groups. Students should look for those most interesting to them. How is the field hands-on? What are some of the processes used in that field? How much education is needed to be successful in that field (show different jobs within the field, if possible)? How is this field related to manufacturing? Why is this a worthwhile field to pursue? Use the Internet and at least one other source.

After finding the above information, have students present a 3 to 5 minute oral presentation and 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 and why he or she thought this was unique. Quiz should be short to allow for other presentations.

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 manufacturing impacts the fields in an essay. You may want to have students work in groups to decrease the amount of time this activity takes.

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

Group Activity: Freshman Activity 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 the activities available in your high school.

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
- miscellaneous needs as they arise

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

~Pages 10-11: “Start College Right”~

Group and Individual Activity: Solve the Problem

Subjects: Any

Objectives

- To think critically about college and high school
- To build connections
- To encourage positive role models and leadership

Advanced Preparation: Arrange for a former student to come back and speak or ask several students and set-up as a panel discussion.

As a class, come up with a list of common problems college students may have to face, and any other questions about college. Write these on the board. Then, individual students should answer this, how does this article address the questions that were brainstormed? What other suggestions do you have for solving problems?

Have a former student or students return to class. When the former student or students comes back, have each student ask him/her a question related to college.

Then, do the same with questions students had before entering high school. Use the answers to these to make a website for middle school students. Schedule a day to present/launch the website in a local middle school classroom.

Helpful Information:

For information on creating your own website, try www.blogger.com or www.wordpress.com.

~Pages 12-13: “On the Hunt for Cyber Criminals”~

General Activity: Discussion

Subjects: English, Computer, Technology, Any

Objectives

- To discuss a piece of writing
- To connect with ideas
- To expose students to Internet security careers

Discuss the following questions with students after they have read the article, “On the Hunt for Cyber Criminals.”

- How many Americans have their identities stolen each year?
- How can you protect yourself?
- Which things do you already do to protect yourself?
- What does this have in common with drug trafficking?
- What do you think needs to be done on a government policy level to combat cyber crimes?

Individual Activity: Shadow or Real Job Interview

Subjects: Computer, Any

Objectives

- To expose students to careers in Internet security
- 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 or some hours to shadow a professional in Internet security. Or ask a professional to come to the classroom for a class interview.

Interview someone in your area who is involved in one of the professions mentioned in the article. 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 satisfying experience?
- What has been your most difficult experience?
- What is the best thing about your job?
- What is the worst thing about your job?
- What is the most unique thing about your job?
- Did your education prepare you for your job?
- Would you choose this career again knowing what you know now?

Then, students should shadow this professional for a day or maybe a few hours. Experience some time in the life of an Internet security professional.

Assessment: Have students summarize the experience in a page report.

Modification: Have students write a biography, or have them work in groups. OR Have students do research on each of the jobs mentioned at the top of page 13. Contact someone and interview them over the phone or by email.

Teaching Tip: Local State Bureau of Investigation will have someone on staff or a department devoted to Internet Security.

Group Activity: ICSI: Internet Crime Scene Investigators

Subjects: TV/Film Studies, English, Science, Computers

Objectives

- To be creative
- To make connections among subject areas and careers

Advanced Preparation: Record or rent an episode of CSI. Be mindful of appropriate content for students. You may need to edit some sections for time and unnecessary content.

Watch an episode of CSI or Law & Order as a class. Discuss the components of a story—including characters and plot—and the components of true crime. Is it fiction or nonfiction? Write a TV show or movie script modeled off of one of these shows for cyber crimes.

Modification: Film your movie/TV show and show them in class..

Helpful Information: Try looking in your local phone book, or checking online to see if any Internet security professionals in your area have websites.

~Pages 14-15: “First Impressions Can Last Forever”~

Group Activity: The Stereotype

Subjects: English, Study Skills, Social Studies, Any

Objectives

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

Discuss stereotypes. What is a stereotype? Are they always true? How can they be false? Make a list of examples on the board. How are they beneficial? How are they harmful? How are they racial, cultural, or ethnic in nature? Can you relate to any of them? Any personal experiences to share? Have you ever judged someone wrongly because of a stereotype, or been a victim of a stereotype?

Sort stereotypes by the tips from the article: Grooming, Situational, Body Image/Language, Relational.

Divide students into groups. Each group should choose one category and display their stereotypes in a Power Point presentation. Include an explanation of the stereotype and how it can be deconstructed. Why are they harmful? What is a better way of describing someone?

Assessment: Evaluate the Power Point presentation for completion and understanding of stereotypes.

Modification: Have students interview a former student/current college student to get his or her opinion on stereotypes in college as compared to high school.

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. This assignment should only be attempted with more mature students.

Individual Activity: Speech

Subjects: Speech, Any

Objectives

- To practice effective speaking techniques
- To make good first impressions
- To analyze first impressions of others

Review or introduce effective speech techniques. Assign students a speech on something you’ve been studying in class, or allow students to choose their own topics—approved by you. Require them to wear professional clothing; speak clearly and articulately; speak with a strong, steady volume; avoid slang; and stand with confident body language. Come up with this list together as a class.

Using the requirements, create a form for the students who are not presenting to evaluate the students giving speeches.

Assessment: Evaluate students based on requirements from above.

Teaching Tip: Check with students beforehand to make sure they have access to professional clothing. You may need to make some exceptions to this requirement, but help students think through what they have to wear that could be “professional.”

Group Activity: Experiment

Subjects: Psychology, Science, Social Studies

Objectives

- To complete an experiment
- To consider first impressions
- To understand the scientific process

Introduce or review the scientific method:

1. Ask a question.
2. Make a hypothesis.
3. Test or experiment.
4. Analyze the data.
5. Form a conclusion.

Consider a hypothesis about human behavior—something from the article. Here are two examples: (1) People in high school dress to impress their Peers, rather than the Powers. (2) Salespeople dress to impress the Powers (their bosses), rather than their Peers.

Divide students into groups. Each group should have a different hypothesis. To do the experiment, students will go to a nearby park, mall or the high school commons area—a place where a lot of people will be walking by. Compile data from the location and what is observed in the people walking by. They may also interview people with a survey of questions about clothing and appearance preferences. Analyze the data. Write a report about the data.

Assessment: Assess students based on the presence of data and analysis statement. You may want to have students do their own evaluations of group members.

Modification: Allow students to do an individual experiment.

Helpful Information:

For help with stereotypes, try

<http://school.discoveryeducation.com/lessonplans/programs/stereotypes/>.

For help with the scientific method, try http://www.sciencebuddies.org/science-fair-projects/project_scientific_method.shtml.

~~~Pages 16-25: “Where Do You Want to Go?” and “Hot Jobs With Bright Futures”~~~

General Activity: Discussion

Subjects: Any

Objectives

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

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 to 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. Display these on the wall.

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 the 16 Career Clusters on page 16 and mark jobs 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 job is, 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 one of the three careers. Interview two people in that field (one person could be a retired person from that field). Students may look at a phonebook for a person to interview or network with friends and family. Require one library reference book/online/DVD resource.

Here are a few questions to consider for the interview:

- What is your profession and how long have you been involved?
- How did you get involved in this profession?
- What has been your most satisfying experience?
- What has been your most difficult experience?
- What is the best thing about your job?
- What is the worst thing about your job?
- What is the most unique thing about your job?
- Did your education prepare you for your job?
- Would you choose this career again knowing what you know now?

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. They should also prepare a written report including the information researched and prepared for their oral presentation.

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, Family Consumer Science, Economics, Any

Objectives

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

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.

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 another software that makes spreadsheets. 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 – Local, State and Federal – Use % rates from government websites.
- 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 adds
- 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
- Pay scale
- 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/.

For a sample budget chart, try http://en.wikipedia.org/wiki/Personal_budget.