



2010 Edition Corresponding Lesson Plans

November 2009

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 **brown**, **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*

Movin' On Lesson Plans

Pages 2-5: "What Color is Your Computer?"

General Activity: Discussion

Subjects: Computer Technology, Science, Business, English, Social Studies

Objectives

- To consider the widespread impact of computers on the job market
- 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

- How would you describe your experience and comfort level with computers?
- How many different ways have you used computers (think about your family's car, the internet, your cell phone)
- Can you think of a career that would NOT use computers?

While or after reading the article

- How are computers used in health care, transportation, sports & fitness, education and social work?
- Why would it be good to consider a career in this industry?
- What are some examples of computer-related careers? Which one surprised you the most as a job?
- Why do you think that computer hardware engineers make so much money?
- What is counter intelligence?
- What is GIS?

After reading the article

- How can computers be used to apply to your hobbies/interests?
- What do you need to do to be more proficient in computers so that you can be successful in the career that you choose?
- 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.

Group Activity: Mac or PC?

Subjects: Computer Technology, Film Studies, Drama, Marketing, Social Studies

Objectives

- **To build community**
- **To cultivate a sense of identity**
- **To analyze media**
- **To create a meaningful product**

Advance preparation: Gather materials to show video clips from the internet in class.

Give students time to view the ads found at the following sites. Explain the campaign for students who are not familiar.

Apple: <http://www.apple.com/getamac/ads/>

Microsoft: <http://www.youtube.com/watch?v=hi1se9rH7S8>

Students should take notes when viewing ads and write out the script as it is presented.

Students may want to watch the ads more than once to make sure they have the appropriate script.

Analyze the commercials. Discuss these in small groups or together as a class.

- What do you like about the ads? Dislike about them?
- Are the ads visually appealing? How?
- Are they humorous? How?
- How does each type of person identify himself?
- What words would you use to describe a PC user based on these ads? Mac user?
- Who are the target audiences? How do you know this? Point to specific things in the ad that show this.

Write paragraphs together or individually to describe a PC person and a Mac person based on what you see in the ads.

Divide students into groups. Then, consider something in your community or school that divides people (football teams, extracurricular activities, major companies in the area, crunchy/smooth peanut butter, Papa Johns/Dominos, etc.). Have students create an ad for this based on the Mac/PC ads. For example, "I'm an Alabama fan." "And, I'm an Auburn fan."

- Write a script for a two-minute ad.
- Choose setting and costume/dress.
- Consider how you will identify each type of person. Actions, mannerisms.

Either act out the commercials, or film them to show in class. After each commercial, have students give each other feedback.

Modification: You could choose to divide students up at the beginning of the activity and allow them to watch ads in the computer lab with headphones.

Teaching Tip: Students may need help with this to make sure it isn't offensive to racial, ethnic or religious groups—be sensitive to your community.

Individual and Group Activity: Cell Phone Research Project

Subjects: Math, Social Studies, Marketing

Objectives

- **To research cell phones and plans**
- **To apply math to real life**
- **To compare and analyze data**

Research cell phones and cell phone plans. Choose two different types of smart phones, and two other types of more basic phones from four different manufacturers (such as a iPhone, Blackberry, LG, and a very basic Samsung.) Make a list of questions including price, battery life, features and memory. Create a spreadsheet (or use a chart) to record your data. Find the data online at the manufacturer sites, or visit a cell phone store like Verizon or AT&T to look at the phones in person.

After researching four different cell phones, choose 3-4 cell phone companies in the area, such as Verizon, AT&T and Sprint. Make a list of questions including descriptions of at least two monthly plan options, cancellation and set-up fees, customer service availability/evaluations, routine phone upgrades, and insurance.

Analyze your data. Write a proposal recommending one cell phone company and one phone over the others. Discuss why you chose this company and phone. What were your criteria/priorities and how did you come to your decision?

Assessment: Assess students based on their ability to make a recommendation based on data and the accuracy of their research. If you want to assess students based on their ability to cite correctly, go over the method you would like for them to use as part of the assignment.

Modification: You may want to have a list of cell phones and cell phone companies for students, especially students with unique learning styles.

Group Activity: Let's Go!

Subjects: Business, Math, Social Studies, Marketing, Communications, Home Economics

Objectives

- **To plan a trip to another country using only the resources on the internet**
- **To think critically about logistics and travel**

Using only the internet as a resource, have students plan a trip to another country for one week. Students should compile details and prices on the following:

- Transportation to the airport (drive personal car and pay for parking for the trip, rent a car, take a taxi/bus/subway—what are the options in your area?)

- Plane flight (times, dates, airline) Sign up for an airline frequent flier mile account.
- Transportation and directions from the airport to the hotel
- Will you be able to get around knowing English only, or will you need a phrasebook in another language?
- Cultural information for the country. (What to wear, is it safe to be out at night, can women travel alone, etc.)
- Hotel for the week
- Transportation while in the area (subway/taxi/rental car?)
- Attractions/touristy destinations in the area
- Transportation and directions from the hotel to the airport
- Transportation home

Have students answer these questions in a paragraph:

- How much will the trip cost?
- What surprised you about your research?
- What other details will need to be taken care of while you are gone? (paying bills, time off work, chores at home, sports practices, etc.)

Assessment: Have students print or email the pages where they locate the information and compile them in a folder.

Modification/Teaching Tip: Have students total the cost of the trip at the end and then go through the activity again to see if they can lower the cost by \$200 or more. Or give students a limit that they are allowed to “spend.” (Consider dates of travel, airlines, hotels, transportation to and from the airport.) Give students a prize if they are able to do that.

Helpful information:

www.t-mobile.com, www.sprint.com, www.att.com

For travel assistance, try www.travelocity.com, www.expedia.com or www.statravel.com.

Page 6: “An Equation for Success”

Individual Activity: Earning Potential

Subjects: Study Skills, Any

Objectives

- **To build relationships with the counseling office/community**
- **To set goals**

Advance Preparation: Communicate with counseling office regarding their involvement in the activity.

Schedule a meeting for students with the counseling office. Or have students contact the local census office. Students should get data on graduates from your high school or members of your community. Where did they go after high school? Where are they now? How much education did they receive?

Instruct students to set a career goal for themselves and make a visual representation to share with the class to help them remember it (poster, model, film clip, PowerPoint, etc.) Include the year it should be accomplished, the steps needed to get from here to there, and the education and emotional support that will be needed.

Modification: Poll students in your grade on their goals and create a chart like the one at the bottom of the page.

Group and Class Activity: Win, Lose or Draw

Objective

- **To show students that increased education results in decreased unemployment.**

Divide students into groups. Assign each group a section from the chart (Bachelor's, Master's, some college, etc.). Each group should come up with a list of at least 10 jobs that would be in that category, such as a photographer for Bachelor's degree.

Then as a class, play Win, Lose or Draw with the data. Compile all of the jobs in “hats”—still divided by group. Then, have each group choose blindly from another group's “hat” and attempt to draw the job on the board/overhead/large piece of paper. The guessing team must guess the job and the category. For example, if a student chooses photographer, he or she must draw something that represents a photographer. Once his team has guessed “photographer,” they must also say “bachelor's degree” to receive a point for the turn.

After the game, discuss which jobs require more education and provide more job security and vice versa.

Helpful information:

<http://www.census.gov/epcd/www/zipstats.html>

<http://www.bls.gov/OCO/>

Page 7: “Twists & Turns of Finding the Right Career”

General Activity: Discussion

Subjects: English, Social Studies, Any

Objectives

- To consider the impact of two-year colleges
- 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:

- Who is Chad Baisden?
- What kind of work does he do?
- How has his career twisted and turned?
- How is he a pioneer?
- How has he been impacted by two-year schools?
- Is he successful? Why or why not?
- Who is Elimika Pfuma?
- What kind of work does she do?
- How has her career twisted and turned?
- How is she a pioneer?
- How has she been impacted by two-year schools?
- Is she successful? Why or why not?

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: Allegory

Subjects: English, Study Skills, 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?
- 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: 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 a skit instead. OR have students write an investigative style report with quotes about someone they know that went to college and one who did not. You may need to supply resource people for students to write about.

Helpful Information:

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 8 and 9: “How to Reach your Goals”

Individual Activity: Book Report

Subjects: English, Any

Objectives

- **To read a book about personality/career inventory**
- **To write a report summarizing a book**

After reading the article on pages 8 and 9, have students choose one of the books at the bottom of page 9 to read and write a report on.

- Summarize the book in a creative way.
- How is the book helpful?
- What did you learn from reading the book?
- What goals can you set or changes will you make now after reading the book?
- Would you recommend the book? Why or why not?
- What is an excerpt from the book that could be shared with the class? Why did you choose this excerpt?

Assessment: Give students a completion grade for completing the report.

Teaching Tip: Brainstorm together as a class.

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). Help students think through ways to incorporate the ideas on pages 8 and 9 into their goal setting. 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. OR group students with the same goals together and come up with a plan as a group, which becomes an accountability group for the rest of the semester.

Pages 10-11: “Health Care Support in the Digital Age”

General Activity: Discussion

Subjects: Health, Study Skills, Any

Objectives

- **To introduce students to careers in health care support**
- **To analyze health care**

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

- What are some reasons to consider a career in health care support?
- What are some reasons jobs are available in this field?
- How do they impact our society?
- What would our country be like if these jobs were gone?
- What does the Physical Therapist do at your school?
- How many of these jobs have you encountered?

Individual and Large Group Activity: Health Care History

Subjects: Health, Home Economics, Social Studies, Government, English

Objectives

- **To analyze health care on a more global level**
- **To consider the role of health care in our economy**
- **To write a letter to someone in government**

Students should research health care and report on it.

Part 1: What is happening in health care today? Find out what our nation’s leaders are saying about health care. Contact your local senators and representatives to find out what legislation on health care they are supporting. Most of their email addresses can be found online.

Part 2: What has happened with health care in the past? When did insurance come into existence? What did people do before that? How has it changed over the years?

Part 3: What is happening in health care around the world? Research other countries and what they are saying about health care. This is a hot topic right now. So, it shouldn’t be hard to find sources. There is one major question in the health care debate that every country has to deal with, should the government provide health care for its citizens? And how can they pay for it?

Part 4: How does this impact us? What do you think should be done? Write a letter or email to a congressman or senator in your area explaining your position on health care and what you think he/she should do based on your research.

Modification/Teaching Tip: Have students work as a group to do this project.

General Activity: It's Just Business

Subjects: Business, Health Care

Students should research the business side of health care. Here are some questions to help students get started:

- Who is J. Perry Mustian and what does he do?
- What obstacles do doctors encounter?
- Why is communication important for a hospital?
- What obstacles do hospitals encounter?
- Why does a hospital need a president?
- Why does a hospital need a business plan?
- Is this side of health care more or less important than the provider side of health care?

Students can use articles like this one <http://www.forbes.com/2009/03/30/hospitals-healthcare-disruption-leadership-clayton-christensen-strategy-innovation.html>, magazines about health care business, www.wikipedia.com, or interview people involved in the business of health care to find their answers.

Discuss the answers to these questions as a class.

Modification: Consider having a hospital administrator come as a special guest to your class. OR watch an episode of House, Mercy, Grey's Anatomy, or another hospital show. Analyze it from a business perspective.

Helpful Information:

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

For health care reform information, try <http://www.healthreform.gov/>.

Pages 11-12: “How to be a Survivor in Any Economy”

Group and Individual Activity: Be a Problem Solver

Subjects: Math, Psychology, Any

Objectives

- **To think critically about finances**
- **To build connections**
- **To encourage positive role models and leadership**

Advanced Preparation: Arrange for a former student to come back and speak.

As a class, come up with a list of common financial problems people face, and any other questions about finances. 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 these types of problems?

Have a former student or another school staff member come to class and talk about his or her experiences. Each student should have a chance to ask him/her a question related to finances.

Some possible questions include:

- What do you do when your car breaks down and you don't have the money to fix it?
- What is an emergency fund?
- What's the best way and when's the best time to start saving?
- Is it ever or never productive to use a credit card?
- When should you buy a house?
- What does it cost to provide for a family of four?

Use the answers to these to make a website for high school students. Schedule a day to present/launch the website in a high school classroom or computer lab.

Helpful Information:

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

Modification: Research blogs on personal finance, such as www.thesimpledollar.com. Look for blogs with Top Ten lists. Find at least four on different blogs. Then, create your own Top Ten list. Turn in as an html page with links to blogs cited.

Group Activity: Be a Survivor

Subjects: Music, English

Objectives

- **To analyze and create poetry and apply it to music.**
- **To apply poetry to a real-life situation.**

Students should gather a playlist of songs about surviving and analyze them as poetry. *I Will Survive* and *I'm a Survivor* are two suggestions.

Then, have students write their own songs about surviving in the economy or surviving high school. Use a melody from one of these songs, or write an original one. Use the refrain from one of these songs, or write an original one.

Class Activity: Play Survivor

Subjects: Math, Study Skills, Any

Objectives

- **To be creative**
- **To apply math abstractly**

Create a survivor game with people who represent different ways of handling money. Have students role play as characters. Characters should include: Mr. Wise with Money, Mrs. Spends-a-Lot, Ms. Frugal, Mr. Bets-a-Lot, Mrs. Needs to Find a Job, and Mr. Old Family Money. Make up questions for the characters to answer and help students brainstorm their answers. Some ideas:

- How much money do you save each month?
- How do you handle irregular purchases?
- What is the most money you would spend on a car?
- How do you keep up with your spending habits?
- How do you communicate with your spouse about your finances?
- Who has influenced your financial practices the most?
- What has been your most difficult financial decision or experience?
- How do you look for a job when you have a family to take care of?
- Is it ever ok to talk about money with family or friends?
- If you could do anything differently from your financial past, what would it be and why?

Have students draw randomly to see which character they will be. Vote characters off of the show at the end of each round.

Pages 14-15: “Animating Your Career Options”

Group Activity: Art School

Subjects: Art, English, Communications, Computer

Objectives:

- **To find information about art schools in the area**
- **To introduce students to creative job options**

Students should call an art school in the area, or a two or four-year college that has an art program. Then, talk to the admissions office and ask the following questions:

- What does a student have to do to be accepted?
- What portfolio requirements exist?
- What courses of study are available?
- Any graduates of notoriety?
- What does a high school student need to do to be competitive?
- What jobs are available in the area? Where do graduates go?

As a group students should create an artistic way to demonstrate this information (PowerPoint, or posters are options, but encourage students not to stop there).

Individual Activity: Children’s book

Subjects: English, Computer, Art, Any

Objectives

- **To be creative**
- **To create an authentic product**

Students should write and illustrate their own children’s book. Create characters, setting, write a story. Then, illustrate it. Or start with illustrations and then write the story.

Modification: Have students work in pairs where one person illustrates and the other writes. Have a contest with the other classes, or within the class, or considering submitting to a nationwide competition or blog, such as <http://www.youngwriterssociety.com/>

General Activity: Changes in Animation

Subjects: TV/Film Studies, English, Art

Objectives

- **To be creative**
- **To make connections among subject areas and careers**
- **To analyze film and changes in art.**

Advanced Preparation: Record, rent or buy two animated movies to show in class.

Watch two animated movies as a class. Choose one that is an early example of animation, like an old Disney movie such as *Pinocchio*. And choose another movie that is more modern (or even 3D), like *Up*. Students should take notes on what they see (the visual details) and on elements of the story. At the end of the viewings, students should

be able to discuss and summarize the stories, as well as describe the animation. Discuss the components of a story—including characters and plot—in both.

Create a graphic organizer like a Venn Diagram to compare and contrast the two movies. Discuss how animated movies have changed over the years.

Modification: Have students watch the movies as homework, but approve their choices or provide a list of options.

Teaching Tip: Watch a clip of a movie and model pointing out story elements and analyzing the visual elements for them.

Helpful Information:

For ideas of movies, http://en.wikipedia.org/wiki/List_of_animated_feature-length_films

For examples of Venn diagrams, see http://en.wikipedia.org/wiki/Venn_diagram

Page 16: “The Path to Your Future”

Individual Activity: What Makes You *You*?

Subjects: English, Health

Objectives

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

Using the following questions to guide students, assign them to write a story, poem, article, or create a visual collage to represent who they are:

- 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 they 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?

Students may also wish to take the personality inventory at the Web site below and incorporate the results in their project.

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

Helpful information:

For a free online personality inventory, try <http://www.keirsey.com/sorter/register.aspx>.

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 one of the 6 career pathways, or a job within a particular cluster—approved by you. Consider using the websites at the bottom of the page for help with research for the speech.

Require students 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.”

Pages 17-25: “Hot Jobs With Bright Futures”

Group Activity: Career Fair

Subjects: Any, 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 careers. Display these for students to see. Then, brainstorm careers in your local community.

Review the business letter format. Have students write letters to local companies asking them to send a representative for 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.

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**

Part 1: 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 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 of this research.

Part 2: Then, students should make a list of questions that they have about one of the careers. Interview two people in that field (one person could be your school counselor or a college admissions counselor). Require one library reference book/online/DVD resource.

Part 3: 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?

Part 4: Students should give a five-minute presentation about their job based on the questions in Part 2 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.

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 group 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 – add to list considering expenses in your community:

- *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.)
- Eating out
- Home repair
- Gifts
- Entertainment
- Furniture to furnish your house/apartment
- Insurance – Auto, Health, Life, Home or Renter
- Travel
- Miscellaneous expenses

Check your calculations to make sure that 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 PowerPoint, 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 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 PowerPoint.

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.

Pages 26-28: “Start Here. Go Anywhere!”

Individual Activity: Jigsaw

Subjects: Communications, English, Any

Objectives:

- **To consider the benefits of a two-year college**

Divide students into 7 groups, one for each of the sections in the article plus the sidebars. Each group should read its section and give a presentation answering the following questions, such as Affordability or Leadership Now.

- What benefits are described?
- How is a two-year college better than a four-year school?
- How is a two-year college a good foundation for whatever comes next?
- Why should you consider a two-year college based on this section?
- What is the most interesting/surprising part of this section?
- Create a fictional story about someone who didn't choose a two-year school and missed out on these opportunities.

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 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.

Find statements that disprove each of the initial statements about Two-Year Colleges in either the 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.

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, www.aacc.nche.edu. Also check out the websites of local two-year colleges in your area.

Page 29: “Your 6 Step College Guide”

Group Activity: College Commercial

Subjects: Film Studies, 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 two-year colleges with websites from your area or state that are easy to navigate, or allow them to choose their own. Each group should research different colleges.

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 2-4 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 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 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. You could find them on their websites or record them from your local television stations.

Page 30-31: “Show me the Money”

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 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 students complete their budget, they will have to answer these questions as well:

- Will you work?
- How or will your parents contribute?
- What are your long-term goals? What do you think your starting salary range will be when you graduate?
- If you do take out a loan, consider interest, starting salary and monthly bills post-college.
- How much could you save by attending a two-year college first?
- Many schools have annual increases in tuition. Research the last 10 years for that school and allow for that.

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, 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 for your chosen career. OR read books listed at the bottom of page 31 and report on them either orally or in a written paper.

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