



Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

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Preface

The Making My Future Work (MMFW) Program is the culmination of a grant funded by the Institute of Education Sciences/U.S. Department of Education through Grant # R305A100094 to Cleveland State University. The research used to support the creation of the manual was conducted from June 1, 2010 to May 31, 2014. Originally, the title of the program was “The Career Passport,” but after conversations with participating teachers and other personnel, it was decided to give it a new name: Making My Future Work. The curriculum, or program manual, that you now have sitting at your fingertips is the result of a collective team effort. The people who were a part of that team deserve to be acknowledged. Indeed, without their dedication, enthusiasm, and belief in the program, this manual would not have been possible.

The diverse range of disciplines and professions involved in the creation of the manual is represented by its 15 authors. A biography of each author can be found on the MMFW website.

I would like to personally thank my partners and colleagues at Euclid High School for all of their support and collegiality over the past 8 years, dating back to when the idea of even coming up with a program like this was still in its infancy. Marketa President, James Harmon, and Alison Mizen have made this journey a rewarding experience, even in the challenging times. I owe each of them a special debt of gratitude.

In addition to the authors of manual, there are many other people who made invaluable contributions to its completion. To gain a sense of perspective, at least 56 people contributed to the manual in some type of capacity, including but not limited to eight English/Language Arts teachers, 12 Advisory teachers, 22 Graduate Assistants, and three consultants. Of course, this number of people does not even include all of the principals and assistant principals, superintendents, curriculum coordinators, school counselors, school staff, and other administrators who made the delivery of the program such a success. I am particularly indebted to Diane Corrigan for her assistance in working with all of our high school partners.

The teachers who volunteered to pilot test and implement the curriculum are at the heart of this manual, for they were the ones who brought the program to life in their own classrooms. I would like to thank Sarah Dalrymple, Ryan Minnich, Vida

Posey, Rhonda Mesnick, Gretchen Sharkey, Libbie Tompkins, and Andrea Gale for their collaboration, expertise, and practical insight. Moreover, I am grateful for all of the teachers at New Tech West @ Garrett Morgan and the Principal, Erin Frew, who were willing to try the program in an unusual format and under short time constraints during their Advisory periods. I am also grateful for Michelle Perez for serving as a champion of MMFW, not just at her own school, but across the entire Cleveland Metropolitan School District. I would like to acknowledge Christopher Overholt for serving as a consultant on the Common Core State Standards and providing his expertise as needed.

In the absence of assessment, this manual would not have reached its ultimate level of detail, flexibility, usability, and differentiation. In this respect, I would like to recognize all of the hard and often unsung work that the following graduate assistants and student workers did, either in the real-life trenches of the classrooms or behind the scenes on campus at CSU: Lauren O’Janpa, Ryan Raeburn, Kristy Kinder, Lisa Barto, Kiffany Francis, Max Traylor, Jennifer Myers, Timothy Trepal, Christopher Williams, and Jamie Dasher. While not involved in the implementation, Saskia Riley and Candice Calhoun-Butts, Stephanie Chiariello, and Evan Way played a critical role in the conceptualization and writing of the manual, including a significant number of lessons. Last but not least, I am thankful for the system of data management organized by Danielle Meade. Her system was extremely efficient and proved to be easy to use and interpret for all of the research staff.

As users will immediately see, the manual is visually stunning and easy to navigate. This simply would not have happened without the knowledge, skills, and dedication of John Gonzalez, our graphic designer. Indeed, his careful efforts and meticulous level of attention are seen on every single page. He also took the photographs of students and staff who participated in the program. On behalf of all project staff and participants, I salute you John.

A few more acknowledgements are in order.

I would like to recognize “the wizards” who have taken the work we have done in the program and made it available on a DVD for training and ori-

entation purposes: Dennis DeCoulo and Abu Nasara. Both of them work at CSU's Center for Educational Technologies. I would like to thank Dennis DeCoulo, especially, who was instrumental in creating and editing the DVD, as well as the official website of the program.

I would also like to thank my long-time assistant, Eric Wallace. Eric was instrumental throughout all phases of program implementation and refinement, including the iterative improvements and additions made to the manual and many of the lessons. His role as a supervisor and his involvement in managing various research activities was critical. I could not have asked for a more pleasant, hard-working, and dynamic team player to count on for all these years. His contributions to the manual appear everywhere.

Finally, I would like to thank someone who was not involved in the program, but was always present in my mind as a guide, David Blustein. He taught me the importance of steering our scientific and applied efforts as academics toward solving the everyday problems of those we intend to benefit. Unless the work we do as researchers and policy makers eventually leads to real-life consequences and actually improves the education and well-being of young people, then no amount of publications, awards, or status will truly matter. I have tried to carry out these core values in the creation of Making My Future Work at every step of the way, with the vision of bringing it to scale so that all youth have opportunities for a prosperous and fulfilling career.

A handwritten signature in black ink that reads "Justin C. Perry". The signature is written in a cursive, flowing style.

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Preface: Tackling “The Silent Epidemic”

Policy analysts in education have referred to high school dropout rates in the U.S. as a “silent epidemic” that threatens our ideals of economic mobility and full participation in a democratic society.¹ The so-called “dropout factories” of America have reached a crisis in urban schools, which are disproportionately concentrated with low-income, racial and ethnic minority youth.² As scholars have observed, “It is rare for a high school that is predominately attended by white students to have weak promoting power. The nation’s dropout factories are overwhelmingly the province of minority students.”³ Indeed, it is well-known and widely documented that disparities in human, financial, and political resources are deeply rooted in the U.S. educational system and continue to persist between urban and suburban schools.^{4,5,6}

In 2008, nearly half of all students (47%) in principal urban school districts of the 50 largest cities failed to graduate from high school; the “graduation gap” between urban and suburban schools is about 18 percentage points within major metropolitan

In this kind of knowledge economy, giving up on your education and dropping out of school means not only giving up on your future, but it's also giving up on your family's future and giving up on your country's future.

President Barack Obama
Speech delivered on March 1, 2010, at the U.S
Chamber of Commerce to officially embark on the
Grad Nation campaign

1 Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Washington, DC: Civic Enterprises.

2 Orfield, G., Losen, D., Wald, J., & Swanson, C. (2004). *Losing our future: How minority youth are being left behind by the graduation rate crisis*. Cambridge, MA: Civil Rights Project at Harvard University.

3 Balfanz, R., & Legters, N. (2004). *Locating the dropout crisis: Which high schools produce the nation's dropouts? Where are they located? Who attends them?* Johns Hopkins University: Author.

4 Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York: Teachers College Press.

5 Oakes, J. (1985). *Keeping track: How schools structure inequality*. New Haven: Yale.

6 Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.

areas.⁷ In response to this national crisis, the Obama administration has pledged to reverse the course of school dropout rates, calling it an “economic imperative” if America is to remain competitive in the new global knowledge-based economy.⁸ It is also a moral imperative, for all students should have access to the same opportunities for success in life, regardless of background or location of residence.

Current trends in education are extremely sobering. The average freshman graduation rate for Black, Hispanic, and American Indian/Alaska Native public high school students was 60%, 62%, and 61%, respectively, in 2006-07.⁹ Because almost three-fourths of the country’s dropouts are youth of color, and because only 10 percent of them who enroll in college will graduate, it is critical to focus our educational reform efforts on this high-need population.¹⁰

When considering the entire nation, roughly one out of every three to four high school students fail to graduate each year, which translates to an average of about 7,200 dropouts every day.¹¹ In 2010, over 1 million students did not graduate, of which the lost lifetime earnings (in wages, taxes, and productivity) for that class of dropouts alone totaled approximately \$337 billion.¹² This tremendous loss of revenue and realization of human potential does not include the additional costs to society in annual Medicaid and health care expenditures, annual college remediation costs, and annual incarceration costs: billions of taxpayer dollars that could have been offset if the same class of dropouts had graduated.¹³ To scale such figures down to a state level, Ohio can be used as an example, in which 39,200 students dropped out from the Class of 2010. If this number were cut in half, the 19,600 “new graduates” would

7 Swanson, C.B. (2009). *Cities in Crisis 2009. Closing the graduation gap: Educational and economic conditions in America’s largest cities*. Bethesda, MD: Editorial Projects in Education.

8 Zeleny, J. (2010, March). Obama takes aim at school dropout rates. *New York Times*. Retrieved March 1, 2010, from: <http://thecaucus.blogs.nytimes.com/2010/03/01/obama-takes-aim-at-school-dropout-rates/>

9 Aud, S., Fox, M., & KewalRamani, A. (2010). *Status and trends in the education of racial and ethnic groups* (NCES 2010-015). U.S. Department of Education, National Center for Education Statistics, Washington, DC: U.S. Government Printing Office.

10 America’s Promise Alliance. Retrieved 7/22/2011 from: <http://www.americaspromise.org/Our-Work/Dropout-Prevention.aspx>

11 Alliance for Excellent Education. Retrieved 7/22/2011 from: http://www.all4ed.org/publication_material/Econ

12 Balfanz, R. Bridgeland, J.M., Moore, L.A., & Foz, J.H. (2010). *Building a Grad Nation: Progress and challenge in ending the high school dropout epidemic*. Civic Enterprises, Johns Hopkins University, and America’s Promise Alliance.

13 Amos, J. (2008). *Dropouts, diplomas, and dollars: U.S. high schools and the nation’s economy*. Washington, DC: Alliance for Excellent Education.

have made \$199 million more per year in increased earnings, spent \$149 million more, invested \$50 million more, and contributed \$18 million more in increased tax revenue. By the time they would have reached their career midpoints, this same class of graduates would have supported the creation of 1,400 new jobs and purchased an additional \$450 million in increased home sales.¹⁴ Clearly, this portrait of statistics and figures gives paramount cause and urgency to identifying solutions to school dropout that work, are cost-effective, and can be brought to scale in a sustainable manner.

While progress in reducing the number of “dropout factories” (i.e., schools with less than 60% promoting power) has been made nationally over the last decade, from 18% of high schools in 1999 to 14% in 2008, the rate of progress is still too slow. Over the next 10 years, graduation rates will need to be boosted at *fivefold*. To accelerate the pace, governments, school systems, non-profits, and other stakeholders at the federal, state, and local level have been directing their attention to a wide range of initiatives. The *Grad Nation* campaign, launched in 2010, has led to the creation of a “Civic Marshall Plan” to end the dropout epidemic and reach the national goal specified by President Obama in his State of the Union Address on February 24, 2009: a 90% high school graduation rate and at least one year of postsecondary education or training by 2020. This plan can be viewed as a strategic culmination of these dramatic calls to action.¹⁵

Among its key actions and components, college- and career-readiness figures prominently in the Civic Marshall Plan. Indeed, the Common Core State Standards that are now being adopted by nearly every state across the country aim to prepare students for college and careers, although the exact content of such standards and their specific relationship to preparing youth for college and careers is still underway. Nonetheless, the term “college and career readiness” is so widespread that it is now the underlying mantra of any education reformer or advocate on the left or the right of the political spectrum – a term that often goes hand-in-hand with another popular buzzword: *21st century skills*.

In the state of Ohio, where Making My Future Work was established, a bill was enacted in 2010 that laid out a new vision of academic content

14 Alliance for Excellent Education.

15 Balfanz, R. Bridgeland, J.M., Moore, L.A., & Foz, J.H. (2010)

standards that combines both rigor and relevance: the fusion of the three Rs and the four Cs (i.e., critical thinking, communication, collaboration, creativity) that are defined as benchmarks for meeting the demands of a 21st century workforce. Interdisciplinary, project-based learning opportunities must also be included for students. These revisions to the standards are closely aligned with the 21st century learning framework designed by the Partnership for 21st Century Skills (P21), a national organization that advocates for 21st century readiness. As part of its holistic view of teaching and learning, P21 promotes a blending of core academic subjects with 21st century themes, learning and innovation skills, information, media, and technology skills, and life and career skills. Consistent with the foundations of P21, the Civic Marshall Plan, and national calls for educational reform that aims to better prepare our students for a global economy, findings from a national survey of 1,000 public school teachers, 2,002 public school students, 580 parents of public school students, and 301 business executives from Fortune 1000 companies, called the “Metlife Survey of the American Teacher,” published in 2011, confirmed the widely agreed-upon priority that all students should graduate from high school prepared for college and careers. The central message of the report was this: we can do better to prepare our youth, and we can’t afford to wait another 10 or 20 years to get it right.

It is with this great level of urgency and resolution that Making My Future Work was conceived. While it is by no means *the* answer to the problems of K-12 education in urban schools, it can be used as a highly impactful, cost-effective, and sustainable solution to ending the silent epidemic of high school dropout rates that is delivered within a targeted and multi-pronged approach.

Overview of Program Modules and Goals

The manualized curriculum of Making My Future Work (MMFW) consists of four separate modules. There is a great degree of choice and flexibility in terms of the sequence of delivery, dosage, duration, and selection of lessons that can be used, depending on the needs of schools, principals and teachers.

MISSION OF PROGRAM

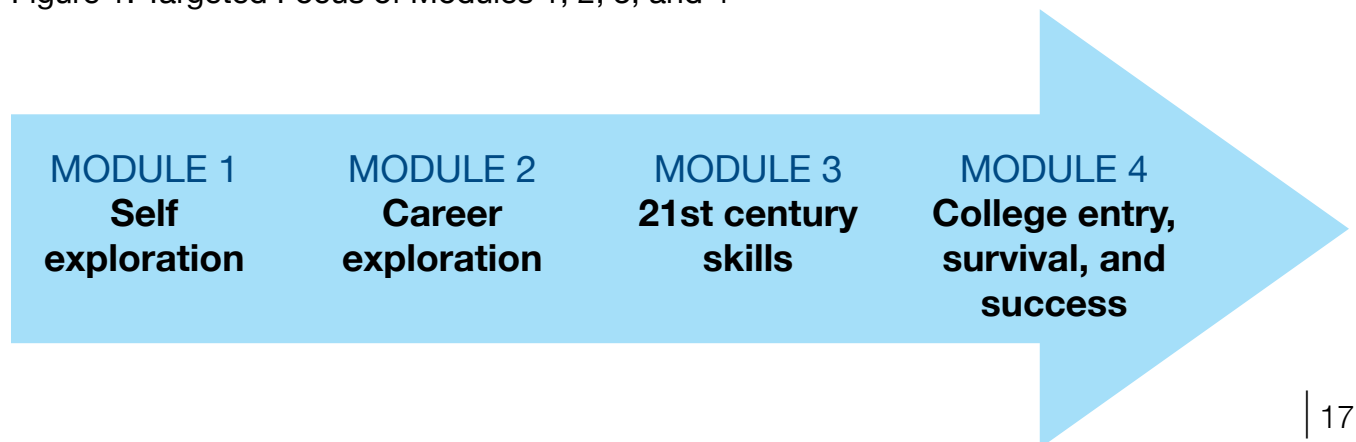
The mission of MMFW is to develop a purposeful and meaningful connection between school and the world of work, career and postsecondary education pathways.

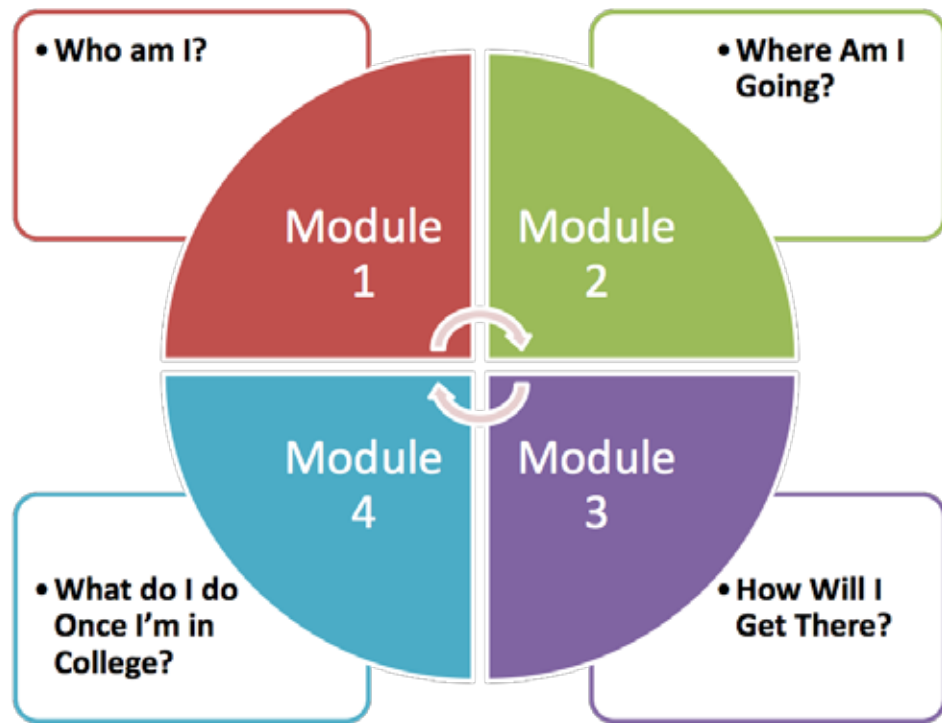
As depicted in Figure 1, each module has a basic content focus.

Originally, MMFW was designed for grades 9 through 12. While these grades are natural points in secondary education to implement the curriculum, MMFW can also be used during the middle-school years (e.g., 7th and 8th grade). Please check the website for updates on the program's potential for implementation in other grade levels.

All of the lessons in this manual are aligned with Common Core State Standards in English/Language Arts.

Figure 1. Targeted Focus of Modules 1, 2, 3, and 4





Each module is therefore named after its natural area of focus:

- **MODULE 1** – Exploring Self and Identity
- **MODULE 2** – Career Exploration, Planning, and Postsecondary Pathways
- **MODULE 3** – My 21st Century Skills Toolkit
- **MODULE 4** – College Entry, Survival, and Success

Module 1 focuses on developmental processes of internal exploration. Lessons in this module provide the basis of the next module that focuses on external exploration. At the end of Module 2, students are in a position to acquire a variety of skills and developmental assets that will enable them to achieve their goals and overcome obstacles, while providing an underlying source of resilience. These lessons are the focus of Module 3. Finally, Module 4 is centrally focused on preparing students for making a successful transition into college and equipping them with strategies and skills they can use to cope with that transition. Due to the more immediate focus on college transitions and college life, lessons in this module are primarily designed for students in upper grade levels, but can be tailored to the ninth and tenth grade as well. In Table 1, the central goals of each module are specified.

Table 1. Goals for Modules 1, 2, 3 and 4

MODULE	GOAL	DESCRIPTION
1. Exploring Self and Identity	1	To explore personality characteristics and traits
	2	To enhance awareness of personal strengths, skills, areas of growth, and vulnerabilities
	3	To explore students' sense of self and identity across various developmental contexts (family, work, school, society)
2. Career Exploration, Planning, and Postsecondary Pathways	1	To connect self-awareness to future careers and the world of work
	2	To connect family and adult relationships to career preparation
	3	To connect the importance of school to future careers, college, and the world of work
	4	To understand the landscape of the 21st century workforce
	5	To gain perspective on the breadth of college and career pathways (community college, four-year college, universities, vocational or technical schools, etc.)
3. My 21st Century Skills Toolkit	1	To identify and make use of both internal and external resources to achieving career and educational goals
	2	To identify both internal and external barriers to achieving career and educational goals
	3	To develop 21st century work-readiness skills (coping skills, stress management, financial literacy, time management, goal setting, conflict resolution, communication skills, creativity, self-initiative, team skills, transferrable job skills, critical awareness of prejudice and stereotypes and other social, economic, and political barriers)
4. College Entry, Survival, and Success	1	To prepare for and understand changes in the social environment of college and university life which students will need to be able to negotiate when arriving on campus
	2	To enhance awareness of the work-readiness skills required to be successful in college, including changes in academic expectations
	3	To develop strategies and skills for solving or coping with life problems in the context of university/college life

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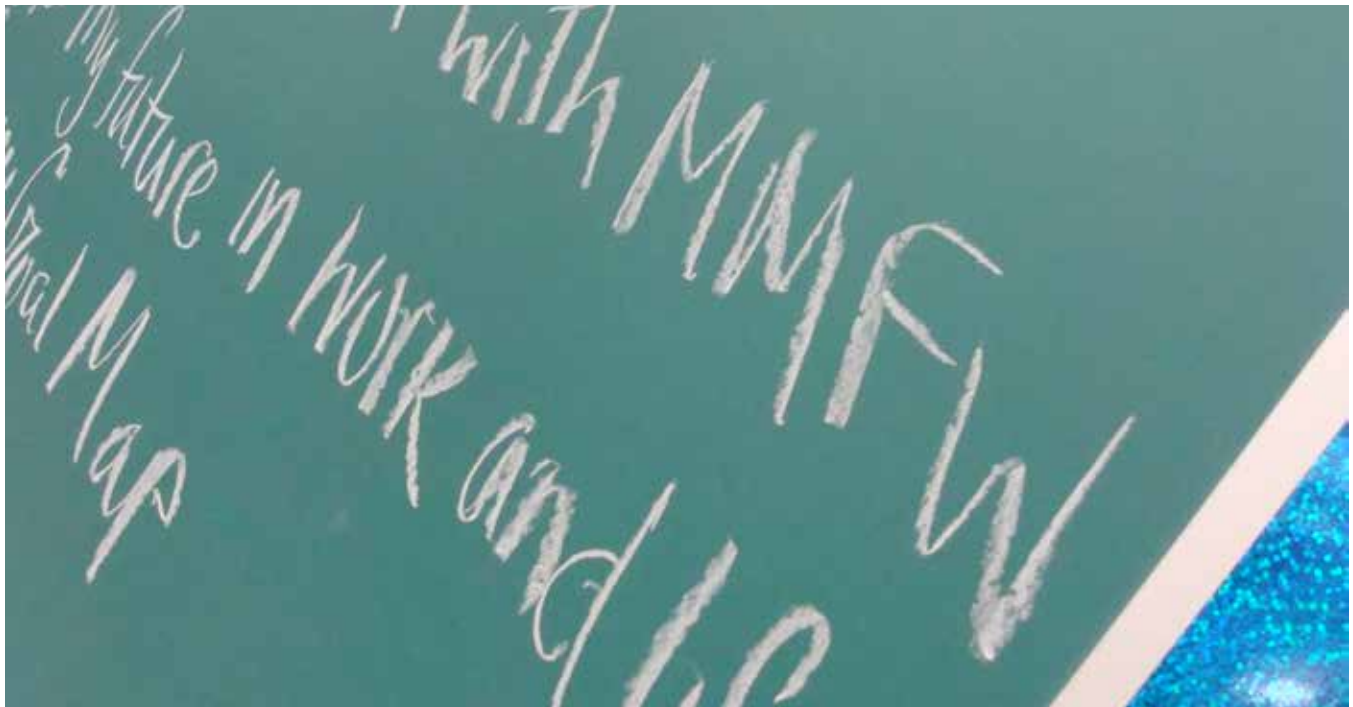
A Menu-Item, Rotational Approach to Lesson Organization and Delivery

The conceptualization, design, and creation of the curriculum represents a collaborative effort between high school teachers in English/Language Arts, as well as other academic content areas (e.g., Biology, Mathematics, Science, Spanish, Social Studies) and faculty and graduate students in urban teacher education and counseling programs at Cleveland State University (CSU). Built on this foundation of partnerships, an interdisciplinary and interprofessional team of educators, school practitioners, and educational researchers brought the seeds of MMFW to full realization. A natural outgrowth of this partnership was the recognition that in order to be palatable, user-friendly, and engaging, the curriculum must be able to meet the needs of teachers across a variety of schools and instructional conditions in a flexible and efficient manner that is seamlessly integrated into their regular classroom instruction. The authors have made every effort to ensure that there is choice and preference in the use of the curriculum.

Based on a menu of selections, the program provides teachers with the freedom to choose which lessons they deem to be most appropriate for their classroom and most engaging for their students, while also providing clear guidance and structure through its two alternative models of lesson organization and delivery.

In the following section, the menu of lessons for each module is listed. Teachers are encouraged to read through all lesson plans before deciding which ones to select. Teachers can also contact the authors for guidance and recommendations. Next, two basic models for the organization and delivery of the curriculum are outlined. Both models propose a menu-item, rotational approach.

Lesson plans can be subjected to modification before the lesson is delivered, as well as some level of improvisation during the delivery. As long as the objectives are met and the core features of the procedures are adhered to with integrity, the extent to which there is room for differentiation of instruction, scaffolding of ideas, and creative use of materials is encouraged. These points are highlighted throughout the manual by the lesson icons.



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Alignment of Lessons to Module Goals

For each module, a table for each lesson is listed. A computer lab or internet requirement is designated as “Yes” (Y) or “No” (N). The recommended grade levels (9th through 12th) for each lesson are also provided, including the estimated length of time each lesson will require, assuming a 45-minute class period. If a homework assignment is required, that is designated by an “H.” Each lesson is aligned with the module goals. In many instances, lessons are aligned with multiple goals for a module.

Below each table is additional information for teachers to consider. First, the number of times that each module goal must be targeted by any of the lessons is highlighted. Second, an “essential” lesson or lessons is listed for the first and second module; that is, these particular modules must have a certain lesson or lessons delivered due to the over-arching relevance it brings to the module. The third and fourth modules do not have essential lessons. All of the remaining lessons in the first and second module can be selected by the teacher.

Although a 45-minute class period is used as the frame of reference, keep in mind that these are only estimates. In fact, many lessons could be extended in terms of amount of time required with teacher discretion. Similarly, lessons noted with a homework assignment can be modified so that the homework is naturally built into the classroom time itself. In these instances, manual icons will highlight alternative procedures for homework assignments. Ultimately, it is up to teachers to decide which procedures are most conducive to their classroom and appropriate for their students.

Module 1: Exploring Self and Identity						
Lesson Name	Lab	Grade Level	Time (Per.)	Module Goals Met		
				1	2	3
Who am I?	N	All	1	√	√	√
This I Believe	N	All	1 (H)	√	√	√
Coat of Arms	N	9-10	1	√	√	√
The Five Things	N	All	1	√	√	
Myers-Briggs Type	Y	All	1	√		
Writing Project: Who am I? Who are You?	N	All	2 (H)	√	√	√
The Soundtrack of My Life	Y	All	1 (H)	√	√	√
How do you define "Friend?"	N	All	1 (H)	√		√
Peer Pressure	N	All	1		√	√
Personal Roadmap	N	9, 12	1	√	√	√
Where I'm From	N	9-10	1	√	√	√

Each Goal Is Recommended to Be Targeted At Least Once

ESSENTIAL LESSON:

Writing Project, The Soundtrack of My Life, OR This I Believe

Module 2: Career Exploration, Planning, and Postsecondary Pathways								
Lesson Name	Lab	Grade Level	Time (Periods)	Module Goals Met				
				1	2	3	4	5
Work Personality: Finding Your Match	Y	All	2	√			√	
Self-Directed Search	N	All	1	√				
The Career Party	N	All	1	√				√
Old Jobs Die, New Jobs are Born	Y	All	1		√	√	√	√
World of Work Research Project	Y	All	2	√		√	√	√
World of Work Jeopardy	N	All	1	√		√	√	√
Voices from the World of Work	N	All	1		√	√	√	√
You're Fired!	N	All	1			√		
Exploring Career Through Photography	Y	9-10	1 (H)	√				
Career Family Tree	N	All	1 (H)	√	√			√
Work: Love It or Hate it	N	All	1.5 (H)	√	√			
Stories of Work and Life	N	All	1.5 (H)	√	√			
Blue Collar and Proud of it	Y	All	1				√	√
Going to College: Is It For Me?	Y	10-12	2					√
Job Search Resources	Y	All	1	√	√		√	
College Navigator	Y	All	1	√	√			√
Military Recruitment: The U.S. Wants You	Y	All	1			√	√	√
Plan of Attack	N	All	2		√	√		√
The Hierarchy of Jobs	N	All	1	√			√	
Work Song	Y	All	1.5 (H)	√	√			
Alternatives to a four-year College	Y	10-12	1					√
Planting the Seeds for STEM	Y	All	1				√	√
Gender in Today's World of Work	Y	12	1				√	√
Most Popular College Degrees	Y	All	1			√	√	√

Each Goal Is Recommended to Be Targeted At Least Twice

ESSENTIAL LESSON (DOMAIN A): *Work Personality: Finding Your Match*

ESSENTIAL LESSON (DOMAIN B): *World of Work Research Project*

ESSENTIAL LESSON (DOMAIN C): *Career Family Tree, Work: Love It or Hate It, OR Stories of Work and Life*

ESSENTIAL LESSON (DOMAIN D): *College Navigator OR Going to College: Is It For Me?*

Module 3: My 21st Century Skills Toolkit

Lesson Name	Lab	Grade Level	Time (Periods)	Module Goals Met		
				1	2	3
Resources and Barriers	N	All	1	√	√	
Different Pay for Different People	N	All	2 (H)		√	
Social Class and Fitting In	N	All	1		√	
Zeteophobia	N	All	1	√	√	
Mock Interviews	N	All	2			√
Collaborative Resume Writing	Y	All	1			√
Stress Management	N	All	1	√	√	
Conflict Resolution	N	All	1-1.5		√	
A Time Management Simulation	N	All	1	√	√	√
Managing My Money	Y	10-12	2	√		√
Deep Breathing	N	All	.5	√	√	
Goal Maps	N	9-10	2	√	√	√
Letter to Myself	N	All	2			√
Communications Skills	N	All	1			√
Stress and Coping	N	All	1 (H)	√		√
Phone Etiquette	N	All	1			√
Stereotypes	N	All	1 (H)		√	
Be On Time!	N	All	1 (H)			√
Leaving a Job	N	All	.5			√
Reflective Listening	N	All	1			√
Time Management	N	All	1			√
Combatting a Case of Senioritis	Y	All	1	√	√	√
Writing Emails That Matter	N	All	1			√
The Heart, The Brain, The Risks	N	All	1		√	
Growth Mindsets	N	All	1	√		√
Build a City, Build a Future	N	All	1			√

Each Goal Is Recommended to Be Targeted At Least Three Times

RECOMMENDED DOMAINS TO TARGET:

Societal Inequities or Barriers in the Workforce

Employability Skills

Life Skills

Coping Skills

Module 4: College Entry, Survival, and Success						
Lesson Name	Lab	Grade Level	Time (Per.)	Module Goals Met		
				1	2	3
Dodge the Pitfalls	Y	12	1	√	√	√
They Made Me Do It: A Way to Examine Hazing	Y	11-12	1	√	√	
IMU: Missing Family, Home, and Friends and How to Cope	Y	12	1	√		√
Syllabi Savvy	Y	All	1		√	√
Survival of the Fittest: A Simulation Game	Y	12	1	√	√	
FAFSA	N	10-12	1		√	√
The Call To Serve: Helping Your Community	Y	11-12	1		√	√
What do Colleges Expect?	N	12	1		√	
Living on Your Own	Y	12	1	√		√
Get Involved!	N	12	1			√

Each Goal Is Recommended to Be Targeted At Least Once

NO ESSENTIAL LESSONS FOR THIS MODULE

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English/Language Arts Academic Content Standards

As previously noted, every lesson in Making My Future Work is aligned with the Common Core State Standards for English Language Arts (the Standards) established in 2010 by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). This alignment makes natural sense because the Standards were designed to be aligned with college and work expectations. **MMFW advances the new focus and mission of the Standards.**

College and Career Readiness standards in reading, writing, speaking, listening, and language served as a basis of the Standards we see today: essentially, the Standards answer the question of what it means to be “literate” in the 21st century. While there are two-year bands in the high school (9-10 and 11-12) outlined in the Standards, these bands are arbitrary for MMFW due to its menu approach and appropriateness for use across all grade levels. Many lessons used in the first band could be applied in the second band, and vice versa.

For more detailed information about the Standards, users are referred to the following website: <http://www.corestandards.org> Users will notice that for each lesson the common core standards are provided at the beginning of the lesson (e.g., Writing: Test Types and Purposes 2a, d; Speaking and Listening: Comprehension and Collaboration 1a-d). As users will see, the sub-standards (and the individual components subsumed under them) are quite detailed and specific. All of these sub-standards and components are available on the website and can be downloaded and printed for users interested in a more fine-tuned analysis. Below are the abbreviations used for the English Language Arts Standards:

Abbreviations of Standards:

- W** Writing Standards
- S&L** Speaking and Listening Standards
- L** Language
- RIT** Reading Standards for Informational Text

Module 1: Exploring Self and Identity

Lesson Name	W	S&L	L	RIT
Who am I?	√	√	√	
This I Believe	√	√		
Coat of Arms		√		
The Five Things	√	√		
Myers-Briggs Type		√		
Writing Project: Who am I? Who are You?	√	√	√	
The Soundtrack of My Life	√	√	√	
How do you define “Friend?”	√	√		
Peer Pressure		√		
Personal Roadmap	√		√	
Where I’m From	√	√		

Module 2: Career Exploration, Planning, and Postsecondary Pathways

Lesson Name	W	S&L	L	RIT
Work Personality: Finding Your Match	√	√		
Self-Directed Search	√	√		
The Career Party	√	√		
Old Jobs Die, New Jobs are Born	√	√		√
World of Work Research Project	√	√		
World of Work Jeopardy		√		
Voices from the World of Work	√	√		
You’re Fired	√	√		
Exploring Career Through Photography		√		√
Career Family Tree	√	√		
Work: Love It or Hate it	√	√		
Stories of Work and Life	√	√		
Blue Collar and Proud of it	√	√	√	
Going to College: Is It For Me?	√	√	√	
Job Search Resources	√			
College Navigator				√
Military Recruitment: The U.S. Wants You	√	√		
Plan of Attack	√	√		√
The Hierarchy of Jobs	√	√		

Work Song	√	√	√	
Alternatives to a 4-year college				√
Planting the Seeds for STEM	√	√		
Gender in Today's World of Work		√		√
Most Popular College Degrees		√		√

Module 3: My 21st Century Skills Toolkit				
Lesson Name	W	S&L	L	RIT
Resources & Barriers	√	√		
Different Pay for Different People	√	√		√
Social Class and Fitting In		√		√
Zeteophobia	√	√	√	
Mock Interviews	√	√	√	
Collaborative Resume Writing	√	√		
Stress Management		√		
Conflict Resolution		√		
A Time Management Simulation	√	√		
Managing My Money	√	√		
Deep Breathing		√		
Goal Maps	√	√		
Letter to Myself	√			√
Communication Skills		√		
Stress and Coping	√	√		
Phone Etiquette		√	√	
Stereotypes	√	√	√	
Be On Time!	√	√		
Leaving a Job		√		
Reflective Listening		√	√	
Time Management	√	√		
Combatting a Case of Senioritis	√	√		
Writing Emails That Matter	√			
The Heart, The Brain, The Risks		√	√	
Growth Mindsets		√		
Build a City, Build a Future		√		

Module 4: College Entry, Survival, and Success

Lesson Name	W	S&L	L	RIT
Dodge the Pitfalls	√	√		
They Made Me Do It: A Way to Examine Hazing		√	√	√
IMU: Missing Family, Home, and Friends and How to Cope	√			√
Syllabi Savvy	√			√
Survival of the Fittest: A Simulation Game	√	√		
FAFSA				√
The Call to Serve: Helping Your Community	√	√		√
What do Colleges Expect?	√	√		
Living on Your Own		√	√	
Get Involved!	√	√		

The Rotational Model

A conventional way of organizing the delivery of lessons across the school year might be to cover lessons from Module 1, then 2, then 3, etc. Experience indicates that students may not grasp the purpose of the curriculum as easily using this organizational system. The recommended approach that is likely to yield the greatest flexibility, while maximizing the program’s impact, is a “rotational” model.

The underlying rationale for a rotational model is that the goals and over-arching themes for each module are continuously reinforced for students throughout the school year. As such, teachers can choose in which particular sequence modules are delivered. For example, teachers do not have to implement lessons from Module 1 as the first set of lessons if they believe that another module would be more engaging for their students at the beginning (e.g., Module 3 → Module 2 → Module 1 → Module 4). Under the traditional sequential approach, if lessons are delivered once per week, a general range of lessons to be completed by the end of the year is 15 to 20.

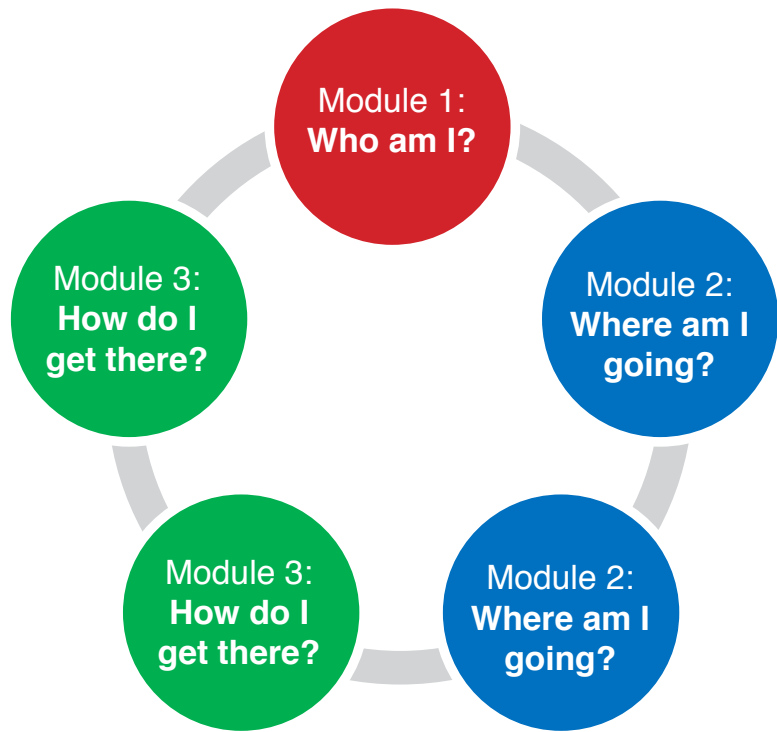
One way to think about the presentation of modules is through the framework of broad developmental questions that students are thinking about and discussing each time a lesson from a module is taught. These “big questions” can be framed using the following language:

1. Who Am I? (Module 1)
2. Where Am I Going? (Module 2)
3. How Will I Get There? (Module 3)
4. What Do I Do Once I’m In College? (Module 4)

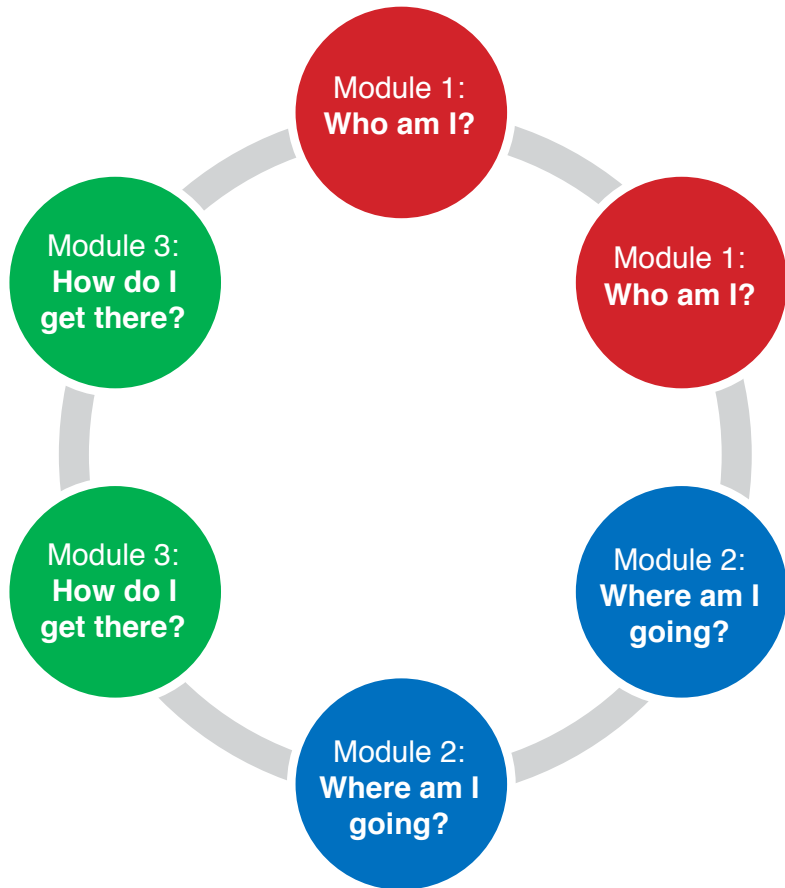
In this approach, lessons from each module are implemented within a single academic quarter, equivalent to 3 months; each subsequent quarter, then, will rotate through the modules with a new set of lessons that teachers select from each module.

Example A

Similar to the sequential approach, a range of 15 to 20 total lessons is recommended for total delivery in the rotational approach. These figures exemplify how to conceptualize the rotation and sequence of modules.



Example B



TWO WAYS TO PACKAGE THE CURRICULUM

Use of the curriculum is limited only by the number of ways that teachers can conceive of using it. Nonetheless, MMFW will be most frequently used in one of two basic ways: (a) repeatedly across multiple grade levels at a school-wide level (e.g., delivered to freshmen, sophomores, juniors, and seniors), or to a single cohort, class of students, or grade (e.g., delivered only to juniors in a school, delivered only to freshmen enrolled in Mr. John Doe’s English class).

Although a multi-year package may seem like lessons will be repeated and students will thus become bored because they are replicated from one year to the next, this is not the case. Lessons can be modified, which may include making modifications to the same lesson in order to tailor it to a specific grade. For example, there is value in repeating the World of Work Research Project across grade levels as students continue to explore and reconsider a wide range of interests and occupations. An equally important factor to consider is that the program has enough lessons contained in each module whereby the same lesson would not even need to be repeated across grade levels. In any case, the single-year package provides teachers the flexibility to implement MMFW in their own classrooms at their own discretion. Of course, not every school will implement the program in the same way, just as not every teacher in a school may deliver MMFW in their particular classroom at a school.

In the tables below, a recommended pattern and sequence of rotations is provided for teachers to use as a guide. The notation of, for example, “11-22-33” in Table 2 does not mean that modules have to be organized or delivered in that order. By using the same example, a teacher could decide that a “21-31-23” would be better suited to his/her classroom. By retaining the number of total lessons from each module to be delivered per quarter/term, while providing flexibility in their sequential order, the dual needs for both structure and a menu-item approach to having choice are balanced. The same principle is emphasized in Table 3. The reason why specific names of lessons are used in these tables is to provide teachers with a more concrete visualization of how lessons could be potentially organized and delivered across grade levels. They are by no means meant as a uniform or prescriptive approach.

Table 2. A Single-Year Package per Academic Quarter (3 Months)

Grade	Rotational Pattern Recommendation	Essential Lessons
9th	11-22-33	<i>For any grade level:</i> <ul style="list-style-type: none"> • Work Personality (deliver once) • World of Work Research Project (deliver at least once)
10th	11-22-33	
11th	1-22-33-4	
12th	1-22-33-4	

Table 3. A Multi-Year Package per Academic Quarter (3 Months)

Grade	Rotational Pattern Recommendation	Recommended Lessons Per Grade for Entire School Year <i>Note: These are recommendations and can be modified as teachers determine which lessons best suit their students</i>
9th	1-222-33	Module 1: Coat of Arms, Friends Interview, The Soundtrack of My Life Module 2: Work Personality: Finding Your Match, World of Work Research Project, World of Work Jeopardy, You're Fired, Career Family Tree, Exploring Career Through Photography, College Navigator, Work Song, The Hierarchy of Jobs Module 3: Goal Maps, Conflict Resolution, Be on Time, Time Management, A Time Management Simulation, Letter to Myself, Stress Management/Deep Breathing
10th	1-222-33	Module 1: Who am I?, This I Believe, The Five Things Module 2: Blue Collar and Proud of It, Career Party, Work: Love it or Hate it, Going to College: Is It For Me?, Voices from the World of Work, Old Jobs Die, New Jobs Are Born, Plan of Attack, Work Personality: Finding Your Match, World of Work Research Project

		Module 3: Stress and Coping, Communication Skills, Reflective Listening, Social Class and Fitting In, Stereotypes, Zeteophobia
11th	1-22-33-4	Module 1: Writing Project, Myers Briggs Type, Peer Pressure
		Module 2: Work Personality: Finding Your Match, World of Work Research Project, Job Search Resources, College Navigator, Military Recruitment: The U.S. Wants You, Stories of Work and Life
		Module 3: Leaving a Job, Mock Interviews, Different Pay for Different People, Phone Etiquette, Managing My Money, Resources and Barriers
		Module 4: FAFSA
12th	2-3-444-1	Module 2: Alternatives to a 4-year College, Gender in Today's World of Work, Work Song
		Module 3: Combatting a Case of Senioritis, Writing Emails That Matter, Collaborative Resume Writing,
		Module 4: Survival of the Fittest: A Simulation Game, Dodge the Pitfalls, IMU: Missing Family, Home, and Friends and How to Cope, The Call to Serve: Helping Your Community, Living on Your Own, Syllabi Savvy, They Made Me Do It: A Way to Examine Hazing, FAFSA
		Module 1: This I Believe, Personal Roadmap

While lessons from Module 4 are not generally recommended for implementation in the 9th or 10th grade, teachers are encouraged to use this module if they determine such lessons are appropriate. Indeed, three lessons in Module 4 are checked for the 9th or 10th grade. Other lessons could also be tailored, like lessons in any module, for earlier grade levels.

For teachers' convenience, graphic organizers and a planning chart for the delivery of lessons across the school year are provided in Appendix C.

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Navigating the Manual

USING THE LESSON ICONS

Throughout each lesson in the manual, icons will appear pointing teachers to certain features or procedures that they should consider before, during, or after implementation of the lesson. These icons are listed and defined below.



Technology without internet



Internet access required



Lessons that may require more time



Understanding relationships, or how things work



Extending the idea

Notation for grade-level appropriateness

9, 10, 11, 12, ALL ...



Differentiation

Not every icon will appear in every lesson, but only when appropriate for the objectives and procedures of a particular lesson.

USING “TIPS ON KEEPING IT REAL”

The vast majority of lessons in Making My Future Work can be enhanced with personal self-disclosures about our own lives, which will in turn result in enhanced learning and student engagement. To be clear, this does not mean that we reveal everything about ourselves, or talk about stories which have nothing to do with the content of the lesson. Instead, it means that we consider sharing experiences we’ve encountered—thoughts, feelings, people we’ve met or known, places, challenges, tragedies, triumphs, and so forth—which students can somehow connect with, relate to, or find inspiring and meaningful as they pertain to the objectives of the lesson.

The rationale behind the value of self-disclosures draws from a large body of research and clinically-based literature in counseling and psychotherapy^{1 2 3}. In short, studies indicate that, when used and timed appropriately, therapist disclosures provided to the client in treatment can serve as a powerful way of promoting the therapeutic alliance, or working relationship, between the therapist and the client—indeed, this is just one among many well-documented benefits in counseling. The same principle can apply when delivering MMFW in the classroom due to its natural emphasis on student self-exploration and “soft skills” that often rely on social and emotional development. Perhaps most importantly, our own personal lives are often tied, either directly or indirectly, to our careers and professional experiences at varying levels of depth and impact. It therefore stands to reason that we as adult role models offer our own insight and experience to the students who we hope will benefit from it.

At the end of each lesson in the manual there are “Tips on Keeping It Real.” A variety of hypothetical examples are provided which can assist teachers with brainstorming ideas and preparing for the lesson. In short, being genuine will promote honesty, trust, and strong relationships in the classroom.

-
1. Farber, B.A. (2006). *Self-Disclosure in Psychotherapy*. New York: The Guilford Press.
 2. Hanson, J. (2005). Should your lips be zipped? How therapist self-disclosure and non-disclosure affects clients. *Counseling and Psychotherapy Research*, 5(2), 96-104.
 3. Knox, S., & Hill, C. E. (2003). Therapist self-disclosure: Research-based suggestions for practitioners. *Journal of Clinical Psychology*, 59, 529-539.

USING THE ENGLISH LANGUAGE ARTS READINGS

As previously described, all lessons are aligned with the Common Core State Standards for English Language Arts. Originally, MMFW was intended to be seamlessly integrated into the core academic instruction of this particular content area. Today, it continues to be implemented in English Language Arts classrooms, but has also extended its reach into other content areas, including classes offering credit in Career Search, Financial Literacy, school-wide Advisory Periods, after-school programs, and summer bridge programs. In this respect, MMFW has achieved its broader goal of being adaptable across content areas and programming. For all educators, the English Language Arts readings contained in Appendix A can be incorporated into the sequence of lesson planning and implementation. **These lessons are intended to be used in the classroom, but can also serve as samples of ways in which literature commonly studied in high school can be creatively aligned with the goals of each module in MMFW. To this end, they are also intended to spark new ideas for teachers in terms of using their own readings as relevant material for making a meaningful connection between school and the world of work.**

GETTING STARTED, ICE-BREAKERS, AND TEAM-BUILDING ACTIVITIES

On the first day of Making My Future Work, students will be curious about what it actually is, and why it is important. They will also want to know if the curriculum will count as part of their grade, how long it will last, how frequently it will be delivered, what they will be doing every day or every week, and so on. These issues related to program orientation will inevitably be addressed at each teacher's own discretion, depending on his/her own circumstances and needs. We do not provide a uniform or prescriptive approach to getting MMFW started or introducing students to the contents of the program. However, we do provide some structure and guidance that may assist teachers in their planning, as outlined in our recommendations below:

- First, we recommend students receive a **syllabus** that provides them with a clear idea of what they will learn and what they will do in the curriculum (i.e., a calendar of scheduled lessons and a thematic description of each module, such as the “big questions”; see The Rotational Model section). The syllabus does not need to be official, and can be modified. In **Appendix D**, a sample syllabus is provided as a means of helping teachers generate ideas.
- Second, we recommend students are clearly informed **how they will be graded** based on their level of participation and completion of lessons and activities in the curriculum. Teachers can provide examples from lessons that are graded or evaluated. Teachers are encouraged to provide their own rubrics throughout the delivery of the curriculum.
- Third, we recommend that teachers use some of the **ice-breakers and team-building activities** found in **Appendix B**. The activities do not require an entire period of 45 minutes. They can also be combined in a single class period or across several class periods. Teachers may also use these activities at any point in the delivery of the program. For example, they may be useful “time fillers” or “fun breaks” over the course of the school year.

One potential advantage of implementing these activities at the beginning is the opportunity they provide to observe student interaction. For example, which students tend to lead or take charge? Which are reluctant to participate? Which students do not get along? Which actively encourage others? This information may be useful in (a) determining the makeup of group compositions later on, and (b) identifying various social and academic concerns pertinent to the curriculum.

Of course, each classroom entails a different learning climate, teaching style, and set of academic and student needs. The first few weeks of MMFW using these activities may allow teachers to “test the waters” of their respective classroom.

SMALL GROUPS VS. CLASSROOM INSTRUCTION

Users of this manual will notice that the vast majority of lessons contain procedures for both small group activities/discussion and classroom-wide activities/discussion. It is ultimately up to the judgment of individual teachers to determine if small groups or classroom instruction is appropriate for their classrooms and teaching styles. Explicit detail is provided in each lesson with respect to the use of small groups and class discussion. Icons are used throughout the manual to highlight alternatives for small groups and classroom-based instructional models.



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Foundations of Making My Future Work

A BRIEF HISTORY OF COLLEGE AND CAREER READINESS

In order to earn a livable income in the 21st century, youth must develop work-readiness skills that extend beyond the basics of reading, writing, and mathematics.¹ As previously mentioned, these “higher-order” skills include creative thinking and problem solving, interpersonal skills, communication skills, and advanced technical skills. Now more than ever, our competitive edge in the economy will depend on the post-secondary success of urban youth in both education and the workforce. To meet these pressing societal needs, school systems are faced with enormous challenges in preparing their students for post high school employment and education. Today’s businesses across the nation, however, are concerned that the education and training provided to high school students has not kept up with rapid changes in a high-skill, high-wage economy, leaving many youth left to “flounder” in the job market with little chance for advancement.²

In the early 1970s, wages started to decline across all sectors of the labor market. Driving this decline were increasing levels of automation and computer technology, which reduced the need for semiskilled and unskilled workers. From the invention of the railroad to fax machines and fiber optic satellites, foreign trade and domestic services inevitably “shrunk” in time and space. The Information Age profoundly changed the nature of almost every service industry, including retail, finance, banking, business, health care, education, law, and government. The new world order became one of globalization and open markets. Today, jobs with livable incomes and benefits are no longer available for those with a high school diploma.

In 1990, the National Center on Education and the Economy published its now widely cited report, *America’s Choice: High Skills or Low Wages!*

1 Carnevale, A., & Desrochers, D. (2004). *Standards for what? The economic roots of K-16 reform*. Princeton, NJ: Educational Testing Service.

2 Olson, L. (1997). *The school-to-work revolution*. Reading, MA: Perseus Books.

The document pointed to a crossroad our nation had reached due to the dissolving need for unskilled labor and a widened achievement gap based on race and income. Specifically, the conclusion was that America had to choose between offering young people the opportunity to develop work-readiness skills, by changing education, or confine the majority of students to a cycle of low wages and little chance for promotion. To be sure, the report was preceded by a long list of national publications tied to the crisis in achievement and social class warfare. After the watershed report of *A Nation at Risk* (National Commission on Excellence in Education, 1982), major reform efforts focused on preparing students for higher education. Throughout the 1980s, dozens of reports would ensue, enjoining states to upgrade and improve the academic proficiencies of college-bound students, primarily in language, math, and science, while virtually ignoring the career needs of work-bound youth, or students who did not immediately attend college after graduation and directly went into the labor market. This “back to the basics” approach, however, did not last as a sustainable solution. In 1988, the William T. Grant Foundation Commission on Work, Family, and Citizenship issued its famous report known as *The Forgotten Half*. In contrast to *A Nation at Risk*, the report showed that over half of the country’s high school graduates did not actually attend college. *The Forgotten Half* marked a major turning point in educational reform. It spawned numerous reports which gradually materialized into a consensus that schools must prepare *all* students for their careers. The report inevitably brought policy analysts, educators, and social scientists to the awareness that schools were failing to prepare a large segment of the student population for high-skill, high-wage jobs. After the 1990 Amendments to the Perkins Vocational Education Act of 1984, the National Assessment of Vocational Education (NAVE, 1989) and the Secretary’s Commission on Achieving Necessary Skills (SCANS, 1992) ushered in a new era of career education.

Dating to the late 1980s, when all of these seminal documents were disseminated, the school-to-work movement was also conceived. Originally, the school-to-work (STW) movement focused on high school graduates who do not embark on pursuing a four-year college degree. But as the movement expanded, it included students going to college as well. Thus, the School-to-Work Opportunities Act (STWOA) of 1994, which incorporated the work-based competencies outlined in the SCANS (1991) Report, was passed in response to the changing needs of work, regardless of whether people have a college degree or not. In filling a public

policy vacuum, the STWOA provided seed money for states and local communities to create partnerships with businesses, community colleges, universities, technical schools, and so forth. The STWOA delineated three central components: **(a) school-based learning, (b) work-based learning, and (c) connecting activities**, or interventions designed to enhance the psychological and educational link between school and work. A key assumption of the STW movement is that *all* students will have greater access to a fulfilling work life (and quality of life) if they receive an education that integrates the components. Although the STWOA has now expired over a decade ago, its basic philosophy continues to thrive within current approaches to “college and career readiness,” broadly defined.³

BASIC GUIDELINES AND BEST PRACTICES

Historically, college and career readiness programs have received limited attention in secondary schools. Despite the vital need to prepare youth for a global, knowledge-based economy, career education has remained on the margins of educational reform. Unfortunately, it is sometimes associated with negative connotations of “vocational education” as a form of academic tracking for students who are “work bound.” In truth, career education views acquiring knowledge about the self in relation to the world of work as a core learning process that benefits all students, regardless of aspirations for higher education.⁴

An adaptive or optimal school-to-work transition (college and career readiness model) depends on how and to what extent an intervention, or package of interventions, involves the promotion and synthesis of the following student characteristics, skills, and environmental conditions:⁵

- **Basic academic and vocational skills**
- **Autonomy, flexibility, purpose, and planning**
- **Supportive relational environment**

3 Grubb, W.N. (1997). Not there yet: Prospects and problems for “education through occupations”. *Journal of Vocational Education Research*, 22, 77-94.

4 Blustein, D.L., Perry, J.C., & DeWine, D. (2004). School-to-work transition. In C. Spielberger (Ed.), *Encyclopedia of Applied Psychology* (Vol. 3, pp. 351-353). San Diego, CA: Acad-emic Press.

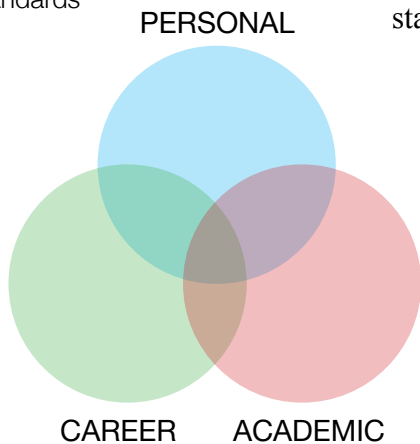
5 Blustein, D.L., Juntunen, C.L., & Worthington, R.L. (2000). The school-to-work transition: Adjustment challenges of the forgotten half. In S.D. Brown & R.W. Lent (Eds.), *Handbook of counseling psychology* (3rd ed., pp. 435-470). New York: John Wiley.

- **Educational environment that offers a clear and meaningful connection to the world of work**

These criteria coincide with the national standards for school counseling that were published in 2004 by the American School Counselor Association (ASCA). The ASCA model is a useful way to understand how components of college and career readiness models can be conceptually organized. As portrayed in Figure 2, while there are distinct areas of development, health, and well-being, it is important to consider where, why, and how the three general areas can overlap and therefore be targeted through a common set of interventions.

In Table 2, the nine standards that correspond with each area of student development are defined. Users of this manual will notice that the intersections between these broad areas are quite clear. Making My Future Work provides a curriculum model which can naturally bridge these areas. A variety of activities enable students to target different

Figure 2. American School Counselor Association (ASCA) Standards



standards in different areas simultaneously. For example, one lesson in Module 2, *World of Work Research Project*, consists of learning that synthesizes Standard C in Career Development with Standard B in Academic Development and Standard B in Personal/Social Development. Similarly, one of the lessons in Module 3, *Stress Management*, consists of activities that are directly tied to both Standards A and C in Personal/Social Development, Standard B in Career, and Standard A in Academic. Combinations like these examples exist across all lessons in each module. Users will

thereby be able to tailor their selection of lesson plans, if they wish, based on how different standards in each area are targeted, including to what level of frequency. While this conceptual framework is based in the training and professional roles of school counselors, it also represents **the interprofessional foundations of Making My Future Work; namely, teachers and school professionals from multiple disciplines can use the program in integrative and innovative ways.** For example, student teachers can deliver MMFW alongside mentor teachers, as part of their internships, as well as school guidance counselors employed at the school and school counselors who are in training.

According to several meta-analyses of career education interventions

Table 2. American School Counselor Association (ASCA; 2004) Standards

AREA	STANDARD	DESCRIPTION
Academic Development	A	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span
	B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college
	C	Students will understand the relationship of academics to the world of work, and to life at home and in the community
Career Development	A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make career decisions
	B	Students will employ strategies to achieve future career success and satisfaction
	C	Students will understand the relationship between personal qualities, education and training, and the world of work
Personal/Social Development	A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others
	B	Students will make decisions, set goals, and take necessary action to achieve goals
	C	Students will understand safety and survival skills

among school-aged youth that were published six years apart in the 1990s, the results indicated that programs which have the potential to positively impact academic achievement at a maximum level should occur over an extended period of time (averaging 2 years), be delivered consistently with a large dosage effect (150 to 200 hours of exposure),

and complement language arts or mathematics classes.⁶⁷ Unfortunately, these meta-analyses either failed to report – or simply did not investigate – the rigor of the design and methodology of the studies included in the analysis, the common and disparate components existing across studies, active ingredients proven to be most impactful, cost-effectiveness metrics, or the external validity of the studies in terms of grade, age, social class, race, ethnicity, school structure, and so forth. Nonetheless, it is hard to imagine how a college and career readiness program that is short-lived and delivered in a piecemeal fashion (e.g., 10 sessions over 2 months in an after-school setting) could yield lasting results in terms of boosting academic achievement or graduation rates.

Making my
FUTURE
WORK

According to a recent meta-regression analysis in 2011, school completion and dropout interventions were shown to be most effective in cases where they focused on vocational training, community service, and college-oriented programming, lending further support to the meta-analyses conducted in the 1990s.¹ Specifically, the study identified 16,962 reports of experimental and quasi-experimental designs that were published after 1985, out of which 416 studies met the inclusion criteria. After treatment (i.e., following the completion of the intervention), the odds of completing school were significantly better for students in such programs (averaging 90 weeks in duration) versus those who received no programming. Treated students were less likely to drop out and more likely to graduate. While all different types of programs (e.g., family outreach, mentoring, case management, teenage pregnancy) showed significant odds ratios, vocational training, community service, and college-oriented programming clearly outweighed all other types in terms of effect sizes. Interestingly, length of treatment and treatment frequency (i.e., duration and dosage) were not associated with effects. Rather, it was the quality of implementation that made the difference in terms of influencing the impact of the programs. Unfortunately, the research team did not code the specific components of each type of treatment, so there is no way to determine which components may be more effective or feasible than others.

1 Wilson, S.J. (2011). *Effects of prevention and intervention programs on school completion and dropout: Results from a systematic review*. Presented at the Society for Research on Educational Effectiveness (SREE) Conference, Washington, DC.

Making My Future Work builds on these large-scale studies and incorporates elements of the key findings that suggest best practices and guidelines. MMFW lasts throughout the entire school year and can be implemented consecutively in future grades; that is, it can be delivered school-wide from grades 9 to 12. Combined with programs that are already provided to students (e.g., mentoring, tutoring, parent programs, community wraparound programs, summer bridge programs, middle school transition programs, work-based internships), MMFW can serve as a vital piece to comprehensive school dropout prevention models.

Aside from the meta-analyses and meta-regression study, researchers across the social sciences have provided a sound body of empirical evidence for college and career readiness programs in terms of increasing the likelihood of enrolling in college, leading to higher levels of occupational attainment, resulting in higher job earnings later in adulthood, and a better quality of life.⁸ For example, a randomized controlled evaluation study of over 1,400 youth, out of which 85% were Hispanic or African American, showed that career academies (i.e., small learning communities that combine academic and technical curricula around a career theme and include partnerships with employers) across the country produced sustained earnings gains that averaged 11 percent (or \$2,088) more per year for the treatment group than for the control group. This equates to a \$16,704 boost in total earnings over the eight years of follow-up.⁹

A COMPREHENSIVE AND INTEGRATIVE MODEL OF CHANGE

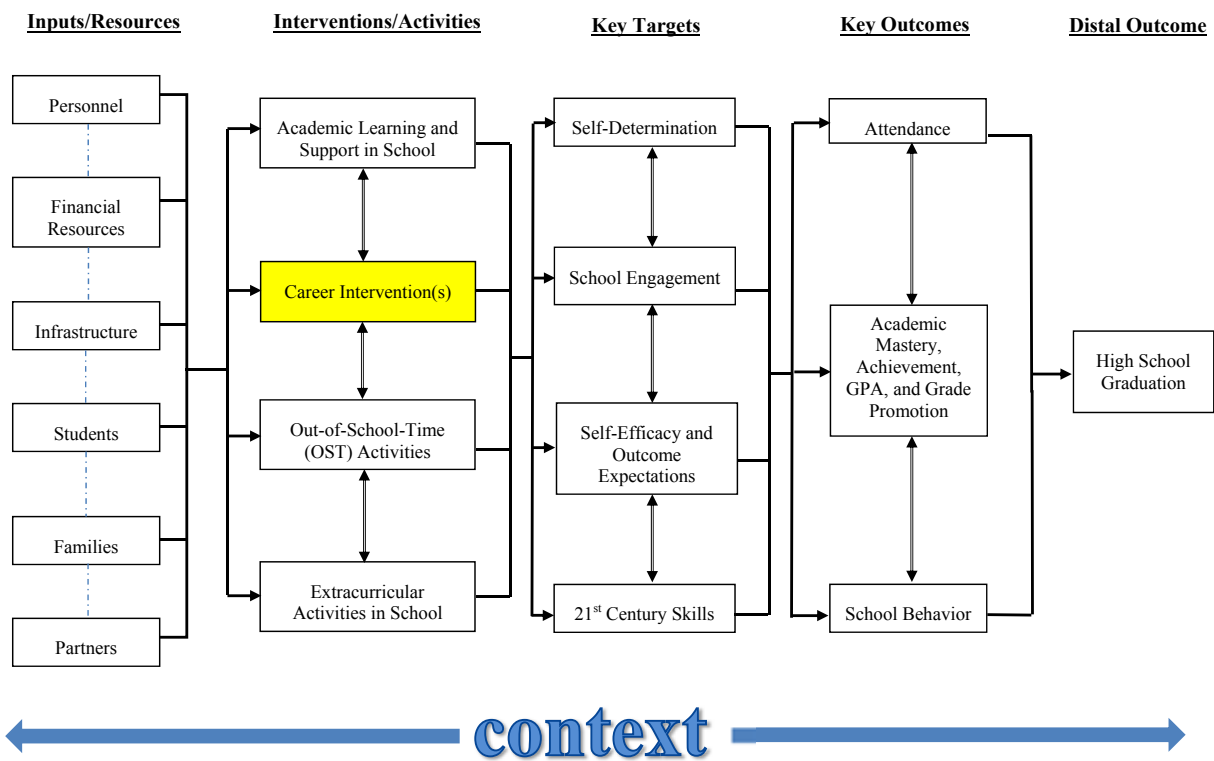
In the following sections, a theoretical and empirical framework is described as a way to provide a model of change that explains how positive gains can arise from the program. Based on their extensive review and synthesis of the literature on career interventions within the context of a multi-pronged, inter-disciplinary approach to school completion and school dropout prevention, including the transition to college, Perry and Wallace (in press) proposed a comprehensive logic model for academic and non-academic interventions and learning activities provided

8 Perry, J.C., Liu, X., & Pabian, Y. (2010). School engagement as a mediator of academic performance among urban youth: The role of career preparation, parental career support, and teacher support. *The Counseling Psychologist, 38*, 269-295.

9 Kemple, J.J. (2008). *Career Academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood*. MDRC.

to students across the K-12 pipeline.¹⁰ As shown in Figure 3, career interventions like MMFW (highlighted in yellow) function as an essential strategy toward positively impacting the key academic outcomes of school attendance, academic mastery and achievement, grade promotion, grade point average (GPA), and school behavior. The four key targets can be thought of as the main “drivers” or mechanisms of change through which both career and non-career interventions influence these outcomes: (a) self-determination, (b) school engagement, (c) self-efficacy and outcome expectations, and (d) 21st century skills that include a wide range of socio-emotional skills, work-readiness skills, life skills, and other “soft skills” or “non-cognitive factors” (e.g., social skills, coping skills, problem solving, critical thinking). While beneficial to any population, this logic model was especially intended for youth who are at risk for dropping out.

Figure 3. Logic Model of Academic and Non-Academic Interventions Across the K-12 Pipeline (Perry & Wallace, in press)



10 Perry, J.C., & Wallace, E.W. (in press). Children and adolescents. In P.J. Hartung, M.L. Savickas, & W.B. Walsh (Eds.), *APA handbook of career intervention: Foundations (Volume 1)*. Washington, DC: American Psychological Association.

According to Perry & Wallace (in press), improving the four key academic outcomes in Figure 3 will not only increase the odds of graduating from high school but also increase the likelihood for achieving college success. In particular, high school GPA stands as a pivotal outcome around which to harness various interventions because of its robust empirical relationship with the odds of graduating from high school on time, as well as enrolling in college and completing college. Aside from the conventional predictors typically used for understanding college retention rates and college GPA (high school GPA, ACT, SAT, standardized state assessment scores), which tend to only account for no more than about 25% of the variance, 21st century skills (coupled with self-efficacy and outcome expectations) hold considerable promise as a viable alternative set of factors that may have far greater importance in determining success in both post-secondary education and the workforce. This premise is consistent with Rumberger's (2011) assertion that "substantially improving the nation's graduation rate will require more fundamental reforms, such as redefining high school success to include a broader array of skills and abilities that have been shown to improve labor-market performance and well-being" (p. 16).¹¹

Before explicating the logic model and its ingredients of change, it is important to note that Figure 3 is not a specific theory per se in terms of making propositions about how certain constructs are governed by or related to other constructs. Instead, it is designed to conceptualize how various interventions (academic and non-academic in nature) can increase the odds of graduating from high school while promoting the key academic outcomes. The level and pace at which change might occur will naturally depend on the inputs and resources identified, all of which are undergirded by context. In this case, context is viewed broadly as referring to characteristics of a school district, the school staff, school leadership, students, policies, families, school climate, community assets, curricula, accountability systems, and so forth. The role of cultural competence in the delivery of interventions and activities is also an implicit assumption of the role of contextual influences within and outside of the school system.

11 Rumberger, R.W. (2011). *Dropping out: Why students quit school and what can be done about it*. Cambridge, MA: Harvard University Press.

A DEVELOPMENTAL ORIENTATION TO ADOLESCENT IDENTITY

During adolescence, youth are typically confronted with the “Who Am I?” question. As a period consisting of major biological, social, and psychological changes, psychologists have depicted adolescence as a time for psychosocial exploration, that is, for discovering and evaluating a sense of self across multiple domains.¹²¹³¹⁴ As part of this developmental process, adolescents often explore who (or what) they wish to become; namely, they explore what they hope or expect to be as an adult and a worker. These projected images, or possible selves, derive from experience in school, relationships, and the broader community, which can involve employment itself.

Theorists in vocational psychology postulate that the process of exploring career choices and interests is inherently tied to the process of identity exploration,¹⁵¹⁶ especially during adolescence and young adulthood.¹⁷ Ideally, a purposeful and future-oriented approach to vocational exploration can serve to regulate youths’ motivation and behavior in the context of school and other life domains.¹⁸¹⁹

During adolescence, engaging in a process of crystallizing (or tentatively forming) career choices and interests (via vocational exploration) stands

12 Erikson, E. (1968). *Identity, youth, and crisis*. New York: Norton.

13 Marcia, J.E. (1980). Identity in adolescence. In J. Adelson (Ed.), *Handbook of adolescent psychology* (pp. 159-187). New York: John Wiley.

14 Harter, S. (1985). Processes underlying the construction, maintenance, and enhancement of the self-concept in children. In J. Suls & A. Greenwald (Eds.), *Psychological perspectives on the self* (Vol. 3, pp. 137-181). Hillsdale, NJ: Lawrence Erlbaum.

15 Super, D.E. (1990). The life-span, life-space approach to careers. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197-261). San Francisco, CA: Jossey-Bass.

16 Gottfredson, L.S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28, 545-579.

17 Jordaan, J.P. (1974). Life stages as organizing modes of career development. In E.L. Herr (Ed.), *Vocational guidance and human development* (pp. 263-295). Boston, MA: Houghton.

18 Marko, K.W., & Savickas, M.L. (1998). Effectiveness of a career time perspective intervention. *Journal of Vocational Behavior*, 52, 106-119.

19 Wagner, W.G. (1996). Optimal development in adolescence: What is it and how can it be encouraged? *The Counseling Psychologist*, 24, 360-399.

as a major vocational task of development.²⁰²¹ Thus, strengthening the connections between success in school and future success in the world of work is an underlying objective of vocational exploration. This premise has received substantial empirical support.²²²³²⁴ As adolescents develop an identity around personal attributes and life contexts, they are more likely to engage in an autonomous approach to fulfilling their goals. In turn, they become motivated to pursue goals to the extent that they proactively engage in figuring out how they will attain them.²⁵²⁶ The clarity, specificity, and plausibility of the mental roadmap youth construct represents a vital source for self-regulated behavior; such a roadmap has been referred to

Although normal expectations of progress – based on chronological age or grade level – can serve as general guides in assessing how far ahead, or how far behind, a student is in their developmental trajectory, they do not take into account inherent realities of individual variation and should not be used as an absolute method for determining if a student is “on the right track.” Instead, the process of career preparation, in itself, should be emphasized for each student according to his or her own psychological needs, cultural influences, economic circumstances, and developmental profile of strengths and deficits.

as “procedural knowledge” in developmental psychology. Vocational psychologists identify with this term because of its conceptual overlap with career decision making, planning, commitment, goal formation, and knowledge. Research has consistently supported the positive effects that

20 Super, D.E., Savickas, M.L., & Super, C.M. (1996). The life-span, life-space approach to careers. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (3rd ed., pp. 121-178). San Francisco, CA: Jossey-Bass.

21 Peterson, N., & Gonzalez, R.C. (2005). *The role of work in people's lives: Applied career counseling and vocational psychology* (2nd Ed.). Belmont, CA: Wadsworth.

22 Kenny, M.E., Blustein, D.L., Haase, R.F., Jackson, J., & Perry, J.C. (2006). Setting the stage: Career development and the student engagement process. *Journal of Counseling Psychology*, 53, 272-279.

23 Perry, J.C. (2008). School engagement among urban youth of color: Criterion pattern effects of vocational exploration and racial identity. *Journal of Career Development*, 34, 397-422.

24 Perry, J.C., Liu, X., & Pabian, Y. (2010).

25 Gollwitzer, P. (1996). The volitional benefits of planning. In P. Gollwitzer (Ed.), *The psychology of action: Linking cognition and motivation to behavior* (pp. 287-312). New York: The Guilford Press.

26 Nurmi, J. (1991). How do adolescents see their future? A review of the development of future orientation and planning. *Developmental Review*, 11, 1-59.

POINTS TO REMEMBER

It might be helpful to think of this issue in another way. Take your own personal experience of career development as a frame of reference, at least momentarily. Now, reflecting back in time, did you know what you were going to do in adulthood when you were 14 years old? 18 years? 21 years? Did you actually enter a job that you wanted to get when you were in high school, or college, or when you were a young adult? How many times have you changed occupations in your life? Chances are that your “destiny” in life was not what you thought or planned it out to become. In fact, the vast majority of people wind up changing jobs at least 7 times over the course of their careers. Entering a profession and working one’s way up to the top of the ladder in the same organization, with a gold watch at retirement, is now a story of the past. The realities of today’s global economy requires a different type of worker who has “protean-like” qualities and characteristics. In other words, an adaptive worker is someone who can be flexible, proactive, and autonomous in shifting roles and responsibilities from one work situation to the next. Broad transferrable work skills, self-initiative, and the capacity to overcome obstacles, tolerate ambiguity, seek out new opportunities, and effectively manage stress is far more important for survival, success, and job satisfaction in the 21st century.

procedural knowledge can yield on school attendance, grades, homework completion, and other academic outcomes.²⁷²⁸²⁹³⁰³¹

Below are typical questions that users of Making My Future Work are likely to consider:

- *At what age should adolescents “choose” or decide on a specific career or occupation?*
- *Do adolescents really need to be “committed” to a career before they graduate from high school, and is that realistic or healthy?*
- *Should there be age-related increases in knowledge, commitment, confidence, and specificity of goals and career decision-making strategies throughout adolescence?*

27 Oyserman, D., Terry, K., & Bybee, D. (2002). A possible selves intervention to enhance school involvement. *Journal of Adolescence*, 25, 313-326.

28 Oyserman, D., Bybee, D., & Terry, K. (2003). Gendered racial identity and involvement with school. *Self and Identity*, 2, 307-324.

29 Oyserman, D., Bybee, D., Terry, K., & Hart-Johnson, T. (2004). Possible selves as roadmaps. *Journal of Research in Personality*, 38, 130-149.

30 Yowell, C.M. (2000). Possible selves and future orientation: Exploring hopes and fears of Latino boys and girls. *Journal of Early Adolescence*, 20, 245-280.

31 Yowell, C.M. (2002). Dreams of the future: The pursuit of education and career possible selves among ninth grade Latino youth. *Applied Developmental Science*, 6, 62-72.

As a general rule of thumb, it is never “too early” or “too late” for vocational exploration. In fact, basic research has shown that patterns of adolescent development in vocational identity are non-linear in nature.³² Moreover, research has further suggested that different dimensions of career preparation (planning, decision-making, confidence) do not develop at the same rate.³³

The take-home-message which is critical to underscore here is the notion that students can engage in a deliberate and proactive process of figuring out what they want to be when they grow up and how they will achieve their goals, while being informed about the realities of the workforce and encouraged to continue exploration and keep all of their options open as they transition through high school and into post-secondary training or education. Basically, we want students to know that it’s great to start thinking about their future while they are still in school, but that they can change their mind as well—it’s okay, and probably will happen anyways.

CAREER PREPARATION AS A MULTIDIMENSIONAL PROCESS

As vocational and developmental psychologists have observed, career planning, career decision-making, career self-efficacy, vocational identity, career knowledge, career expectations, and other aspects of career development in adolescence are more interrelated than one may think. In other words, these variables may be understood as interacting and underlying a broader construct called *career preparation*.³⁴ Recursive relationships exist between various components of career preparation, whereby change along one dimension (e.g., planning) contributes to change in another (e.g., decidedness), and vice versa.³⁵ Career preparation should not be confused with a similar type of phenomenon that is often discussed in vocational psychology: *career adaptability* or *vocational*

32 Malanchuk, M., Messersmith, E.E., & Eccles, J.S. (2010). The ontogeny of career identities in adolescence. In S. Schulman & J.E. Nurmi (Eds.), *The role of goals in navigating individual lives during emerging adulthood. New Directions for Child and Adolescent Development*, 130, 97-110.

33 Stringer, K., et al., Career preparation: A longitudinal, process-oriented examination, *Journal of Vocational Behavior* (2011), doi:10.1016/j.jvb.2010.12.012

34 Skorikov, V. (2007). Continuity in adolescent career preparation and its effects on adjustment. *Journal of Vocational Behavior*, 70, 8-24.

35 Martens, M.P., & Haase, R.F. (2006). Advanced applications of structural equation modeling in counseling psychology research. *The Counseling Psychologist*, 34, 878-911.

maturity. While there is theoretical overlap among these constructs, career preparation emphasizes the “readiness” in college and career readiness programs, that is, the *developmental transition* of such programs. The other constructs refer to states and traits at given points in time. Thus, depending on the process of career preparation that students engage in, their career adaptability may change.

Common dimensions of career adaptability have focused on perceptions of confidence, control, curiosity, commitment, decisiveness, planning, independence, realism, negative affect tolerance, motivation, and knowledge pertaining to choosing a career, occupation, or strategy for achieving a goal. While useful at a basic level of conceptualization, it is important to always keep in mind that such dimensions are culturally influenced and may thus be valued or interpreted differently by various group members. For example, in some cultures making a decision purely on one’s own preferences and logical thinking may be incongruent with values regarding decision-making. Acquiring a sense of personal control, or an internal locus of control, regarding the occupational outcomes of one’s efforts (i.e., everything is a result of my own doing) may be important, but may also need to be tempered by an external locus of control (i.e., what happens in life is a result of chance, luck, fate, or the decisions of people with power and authority) so that it validates his/her experiences in the world and the messages of socialization he/she has been exposed to. It is this perspective that leads to cultural awareness and knowledge of one’s self (as a service provider or a teacher) and of the student’s own worldview.

CULTURAL COMPETENCE

Theoretically, young people who actively examine their interests, abilities, values, and skills in relation to their future career choices will have better vocational adjustment than those who do not. However, the process of career preparation does not occur in an ecological vacuum devoid of cultural mores and structural barriers. For many urban youth, the contextual phenomena which may impede or facilitate the presumed benefits of career preparation must be addressed. Some scholars have

captured this notion in terms of a contextualized (or constrained) psychology of possibility and hope.³⁶

A meta-analysis evidenced the importance of understanding how perceptions of the opportunity structure based on experiences of oppression (e.g., racism, sexism) and socialization can govern vocational behavior.³⁷ From a coping perspective, a resilient approach to career preparation consists of a *critical consciousness*, which can be defined as a set of values, beliefs, or attitudes underlying how students interpret and take action upon: (a) dominant discourses or ways of thinking, (b) social relations based on power and privilege, and/or (c) assumptions of economic mobility and occupational advancement. **By gaining a realistic understanding of the social and economic barriers they might face, urban youth of color can acquire the protective armor they need to sustain academic success, despite ongoing adversity such as poverty, racism, and poorly funded schools.**³⁸ Based on the National Educational Longitudinal Survey of 1988 (NELS), a study supported this notion by examining the occupational attainment among a national sample of low-income minority youth 8 years after they graduated from high school. After controlling for academic performance, 12th grade sociopolitical development, defined as “the consciousness of and motivation to transform sociopolitical inequity,” had a positive effect on occupational attainment later in adulthood.³⁹

Due to a perceived restriction of job opportunities and a significant lack of representation within “white-collar” professions, urban youth may use “oppositional” coping strategies that reduces their investment in school. This anti-education mentality may be overcome, however, by critical consciousness that protects against a pervasive sense of cynicism and hopelessness. In a similar vein, several psychologists have posited that “ideological content” may influence the motivation for pursuing career goals and persisting in school.⁴⁰ These scholars contend that beliefs about the “American Dream” (equal opportunity, upward mobility) can shape

36 Oyserman, D., Gant, L., & Ager, J. (1995). A socially contextualized model of African American identity: Possible selves and school persistence. *Journal of Personality and Social Psychology*, 69, 1216-1232.

37 Fouad, N.A., & Byars-Winston, A.M. (2005). Cultural context of career choice: Meta-analysis of race/ethnicity differences. *Career Development Quarterly*, 53, 223-233.

38 Diemer, M.A., & Blustein, D.L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behavior*, 68, 220-232.

39 Diemer, M.A. (2009). Pathways to occupational attainment among poor youth of color: The role of sociopolitical development. *The Counseling Psychologist*, 37, 6-35.

40 Yowell, C.M. (2002)

Lessons in Module 3 (e.g., Resources and Barriers, Social Class and Fitting In, Stereotypes, Different Pay for Different People) explicitly pertain to raising levels of critical consciousness as a vehicle for motivation, persistence, and hope. Users of this manual will also find that this type of content will naturally emerge in many lessons across Modules 1 and 2, either implicitly (e.g., Stories of Work and Life, Soundtrack of My Life, This I Believe, Coat of Arms, Career Family Tree) or explicitly (e.g., Blue Collar and Proud of It). Here the important principle of practice, whenever such an opportunity for dialogue arises, is to genuinely inquire into the meanings, intentions, interpretations, and/or values that youth construct out of these activities. Drawing from principles of narrative therapy, the goal is to help empower youth with drive and determination by asking them questions about why and in what ways they believe or feel things about themselves and the occupational opportunities (or lack thereof) that exist, including where those beliefs, attitudes, and feelings originated, such as stories at home, critical life events, peers, the media, and so forth. A useful technique is to also provide realistic information about the status quo, such as how many people of their gender or ethnicity are represented in occupations, and inquire about what that might mean to them. Teachers and program personnel are encouraged to use a variety of methods (individual activities, small group discussions, class discussions) to help youth meaningfully process and consolidate such information.

urban youths' conceptions of their future and, in turn, their risk for school dropout. **Indeed, research indicates that a critical awareness of the self and society provides academic resilience for urban youth.**⁴¹

While the roles that contextual factors – including psychological factors based upon context – play in career preparation are not as well-known compared to conventional career development factors (e.g., vocational identity, career planning, occupational expectations), it is imperative that these issues be part of a framework of change for urban youth of color. In particular, the role of critical consciousness stands as a salient variable to consider for this population. **The capacity for critical reflection, hope, and determination may be promoted within “safe spaces,” that is,**

mechanisms of support that provide an opportunity to openly and empathically discuss how prejudice, stereotypes, and structural barriers are experienced and can be overcome. Based on ethnographic studies in education, safe spaces can serve as sources of empowerment in urban schools.⁴² This non-traditional vehicle of support fits with the overall developmental scheme of career preparation that uses supportive interventions that seek to make a connection with youths' experience in a way that is validating rather than dismissive.⁴³

In recent years, scholars in career counseling have advocated for approaches that enhance critical consciousness among a variety of disadvantaged groups.⁴⁴ According to this perspective, **critical consciousness can protect or buffer urban youth from resorting to anti-education beliefs, while facilitating engagement in activities that reinforce motivation to “defy the odds.”**

One can think of this notion as lifting someone up by tearing down or deconstructing misperceptions and overly rigid beliefs about one's possibilities in the world of work.⁴⁵ Rather than minimizing the issue or avoiding dialogue, it is encouraged that youth engage in an open, respectful, and honest conversation about these real-life conditions and structural barriers with their peers and adults.

POINTS TO REMEMBER

The term “cultural competence” is used in almost every human service profession and every field of education. For Making My Future Work, cultural competence broadly refers to three core domains: (a) awareness of one's own cultural characteristics, including assumptions and hidden biases and stereotypes, (b) knowledge of students' cultural characteristics, including how they differ from one's own worldview, and (c) the appropriate application of skills based on that heightened awareness and knowledge. This triad of competencies lays a foundation for implementers of the program to intentionally try to put themselves in the shoes, so to speak, of those they wish to understand and empower. It is not merely an act of being empathic or a “good listener.” Rather, it requires a significant level of humility, openness, and courage to engage in conversations that may initially feel uncomfortable, but ultimately invite space for people to liberate themselves from misguided fears and assumptions that empowers everyone involved in the process. It is not necessarily a matter of using the right technique, but more about showing a genuine interest to youth in placing one's self in another person's shoes. In that respect, they will know that you truly care about their experience.

42 Weis, L., & Centrie, C. (2002). On the power of separate spaces: Teachers and students writing (righting) selves and future. *American Educational Research Journal*, 39, 37-68.

43 Perry, J.C., & Vance, K.S. (2010). Possible selves among urban youth of color: An exploration of peer beliefs and gender differences. *Career Development Quarterly*, 58, 257-269.

44 Blustein, D.L. (2006). *The psychology of working: A new perspective for career development, counseling, and public policy*. Mahwah, NJ: Lawrence

45 Yowell, C.M. (2002)

SCHOOL ENGAGEMENT AS A KEY TARGET OF CHANGE

Accountability reforms which exclusively emphasize standardized tests have failed to address the deeper, pervasive crisis of boredom that affects students every day.^{46,47} School engagement can be thought of as way to counteract such boredom and function as a mediator of academic achievement, motivation, and school dropout.⁴⁸ Indeed, it is one of the most frequently targeted outcomes in school dropout and completion programs in the U.S.⁴⁹

The fundamental importance of school engagement as a target of change in educational reform cannot be understated. It is now regarded in public policy and educational research as the key to achieving the greatest success in reducing school dropout, addressing poor academic achievement, and increasing the likelihood of graduating on time.^{50 51}

School engagement is usually classified by scholars into three general categories. First, it is defined as a *behavior*, or participation in academic and non-academic activities. Second, it is defined as *emotional*, which refers to the perceptions of and affective reactions toward teachers, classmates, and institutional aspects of school. Third and finally, it can be treated as a *cognitive* variable, or the extent to which one is invested in learning or regulates his/her academic efforts. Research has consistently demonstrated that higher levels of school attendance, academic effort, classroom attentiveness, and homework completion have been positively associated with grades, test scores, and school adjustment.⁵²

46 Elmore, R.F., & Associates. (1990). *Restructuring schools: The next generation of educational reform*. San Francisco: Jossey-Bass.

47 Steinberg, L. (1996). *Beyond the classroom: Why school reform has failed and what parents need to do*. New York: Simon & Schuster.

48 Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59-109.

49 Christenson, S.L., Sinclair, M.F., Lehr, C.A., & Godber, Y. (2001). Promoting successful school completion: Critical conceptual and methodological guidelines. *School Psychology Quarterly*, 16, 468-484.

50 Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout prevention: A practice guide* (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

51 Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., & Mooney, K. (2011). *Measuring student engagement in upper elementary through high school: A description of 21 instruments*. (Issues & Answers Report, REL 2011—No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.

52 Perry, J.C. (2008)

In terms of emotions and cognitions, a “participation-identification” theory has been proposed that views behaviors (e.g., attendance, homework completion) and feelings of identification (i.e., valuing school and school outcomes) as equally important.⁵³ The argument is that unless students value school, feel they belong in school, and believe they are respected in school, they will eventually become entrenched in a process of disengagement and ultimately drop out of school. This hypothesis is supported by research across various settings and populations.^{54,55} Unlike conventional variables (e.g., socioeconomic status) commonly viewed as risk factors for school dropout, school engagement is *amenable to change* through interventions within the control of schools.

CAREER PREPARATION AS A MECHANISM OF SCHOOL ENGAGEMENT

Given the positive academic effects of school engagement, the conceptual mechanisms of change that can be explained by psychosocial processes of career development are of significant value. Studies show that an autonomous approach to vocational exploration, whereby the connections between school and work become internalized, provides a key source of school engagement, and thus functions to help prevent school dropout.^{56,57} In this respect, psychologists argue that youth become unmotivated to succeed in school because they do not perceive a meaningful connection between what they are being taught and what they value in terms of their future goals. Hence, they become bored and withdraw their interest and effort from school, resorting to sources of self-esteem and a sense of control that leads to dropout, truancy, health risk behaviors, and/or gang activity.^{58,59} In a recent study of urban youth, results indicated that school engagement mediated the effects of career preparation on grades.⁶⁰

53 Finn, J.D. (1989). Withdrawing from school. *Review of Educational Research*, 59, 117-142.

54 Osterman, K.F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70, 323-367.

55 Voelkl, K.E. (1996). Measuring students' identification with school. *Educational and Psychological Measurement*, 56, 760-770.

56 Kenny et al. (2006)

57 Perry (2008)

58 Finan (1989)

59 Goodenow (1993)

60 Perry, Liu, and Pabian (2010)

RELATIONAL AND ACADEMIC SUPPORT AS MECHANISMS OF SCHOOL ENGAGEMENT

In addition to career preparation, a second mechanism of change resides in social support, both in terms of its availability and the nature of provision, that can be provided across the interventions depicted in Figure 3. A number of agents (e.g., peers, teachers, parents) have been shown to influence school engagement; among these factors, teacher support has enjoyed the most attention, consistently demonstrating a positive relationship with school engagement.⁶¹ Of course, it does not necessarily take a teacher to offer the instrumental, caring adult figure who can make a positive difference in school. **In a theoretical and practical sense, any professional service provider, educator, volunteer, or mentor involved in the delivery of Making My Future Work (or other career interventions) can serve as relational and academic sources of support for students. For those implementing MMFW in the classroom during school hours, there is considerable overlap with the practice of school-based youth mentoring programs.**

A mentor can be defined as a non-familial adult who has a long-term supportive relationship with an adolescent. In MMFW, school-based mentoring (SBM) is the most similar form of mentoring to what occurs between students and classroom facilitators over the course of the academic year as a deeper and more authentic connection of trust is fostered. Rather than solely focusing on what scholars refer to as a *developmental* mentoring relationship, however, caring adults in MMFW emphasize *instrumental* mentoring relationships, in which activities focus more on goal-directed projects. A wide range of benefits of SBM in the socioemotional, behavioral, and academic domains have been substantiated by research—too much to be summarized here. In terms of school engagement as a specific target of interest, SBM has been shown to make a positive impact, which coincides with other benefits that occur in other domains of adjustment.

Despite the intuitive appeal and its widespread usage across America's schools, the current state of evidence on SBM programs is mixed and sometimes counter-intuitive. Overall, the research indicates that SBM programs yield statistically significant, but relatively small, levels of

impact on academic outcomes, which may vary by gender and grade level.⁶² A major limitation of the previous randomized controlled studies has been the lack of representation among adolescents in high school. Most studies have belonged in the upper elementary grade levels. Consequently, the approach to anchoring the mentoring-like aspects of relationships with classroom facilitators in a college and career readiness program like MMFW differs greatly from previous applications of SBM. In principle, however, the same proposed benefits to increasing engagement in school apply. **The approach of providing culturally competent classroom facilitators to build caring, trusting relationships with students on hands-on, goal-directed projects relating to themselves and their future careers holds great promise for new innovations in SBM.**



In Making My Future Work, parents are viewed as being able to provide a source of general psychosocial support (e.g., giving encouragement, offering love and pride) and more specifically by offering instrumental guidance and support for their child's career pathway (e.g., talking about specific careers, including their own). Extended relatives, classmates, and peers are also viewed as playing roles in the learning, career preparation, and positive youth development of students. Many lessons in each module (e.g., Career Family Tree, Friends Interview, Goal Maps) require the roles of parents, peers, or extended relatives to be used and explored.

While youth are characteristically viewed as struggling with their need for independence from their parents, research indicates that parental social support reduces the risk for low self-esteem, health risk behaviors, and delinquency.^{63,64} Hence, parents maintain an important role in the network of support that youth seek out, even as extra-familial contexts (e.g., peers,

62 Perry, J.C., Wallace, E.W., & Barto, L.M. (2013). Adolescents and adults in the urban context: Mentorship relationships. In P. Jarvis & G. Creasey (Eds.), *Adolescent Development and School Achievement in Urban Communities: Resilience in the Neighborhood* (pp. 163-176). New York, NY: Routledge, Taylor & Francis.

63 Plunkett, S.W., Henry, C.S., Robinson, L.C., Behnke, A., & Falcon III, P.C. (2007). Adolescent perceptions of parental behaviors, adolescent self-esteem, and adolescent depressed mood. *Journal of Child and Family Studies*, 16, 760-772.

64 Supple, A.J., & Small, S.A. (2006). The influence of parental support, knowledge, and authoritative parenting on Hmong and European American adolescent development. *Journal of Family Issues*, 27, 1214-1232.

mentors, coaches) figure more prominently in the phase of adolescence.⁶⁵ In addition to parents, peers can function as influential sources of support and adjustment, educational expectations, and attitudes about school.^{66,67}

The many benefits of parental and peer support carries over into school engagement within a unique approach that is anchored in college and career readiness.

During adolescence, it is well researched that social support can help youth cope with adversity and facilitate optimal adjustment and well-being, thereby offsetting the risk posed for a variety of detrimental outcomes (e.g., depression, problem behaviors, drinking and drug use), including academic difficulties in school.^{68,69,70,71,72,73} Thus, it is also important for users of this manual to keep in mind that the direct activation of school engagement through the provision of relational and academic support in MMFW will likely “spillover” into other domains of health and success. **According to the logic model, it would follow that additional benefits can accrue in the realm of positive youth development outcomes, such as self-esteem, a sense of purpose, coping skills, self-regulation, confidence, and a positive identity. These added benefits can in part be explained by another psychosocial force: self-determination.**

65 Berndt, T.J. (1996). Transitions in friendship and friends' influence. In J.A. Graber, J. Brooks-Gunn, & A.C. Peterson (Eds.), *Transitions through adolescence* (pp. 57-84). Hillsdale, NJ: Lawrence Erlbaum.

66 Brown, B.B. (1990). Peer groups and peer culture. In S.S. Feldman & G.R. Elliott (Eds.), *At the threshold: The developing adolescent* (pp. 171-196). Cambridge, MA: Harvard University Press.

67 Ryan, A.M. (2000). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. *Educational Psychologist*, 35, 101-111.

68 Cohen, S., & Wills, T.A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98, 310-357.

69 Compas, B.E. (1987). Coping with stress in childhood and adolescence. *Psychological Bulletin*, 101, 393-403.

70 DuBois, D.L., & Tevendale, H.D. (1999). Self-esteem in childhood and adolescence: Vaccine or epiphenomenon? *Applied and Preventive Psychology*, 8, 103-117.

71 Moran, B.L., & DuBois, D.L. (2002). Relational social support and self-esteem to problem behavior: Investigation of differing models. *Journal of Early Adolescence*, 22, 407-435.

72 Seidman, E., Lambert, L.E., Allen, L., & Aber, J.L. (2003). Urban adolescents' transition to junior high school and protective family transactions. *Journal of Early Adolescence*, 23, 166-193.

73 Cauce, A.M., Mason, C., Gonzales, N., Hiraga, Y., & Liu, G. (1996). Social support during adolescence: Methodological and theoretical considerations. In K. Hurrelmann & S.F. Hamilton (Eds.), *Social problems and social contexts in adolescence: Perspectives across boundaries* (pp. 131-151). New York: Walter de Gruyter.

SYNERGY BETWEEN TWO MECHANISMS OF CHANGE

Research conclusively shows that different forms of relational support can yield a positive effect on the career adaptability of youth from a variety of backgrounds.^{74 75 76 77 78} Thus, these mechanisms of change in Making My Future Work are viewed as interactive and reinforcing each other's impact. Many young people desire to engage in informative and meaningful conversations with any adult about their future career plans and goals. All too often, though, these longed-for opportunities are simply not available on a consistent basis. MMFW is designed to alter the landscape of social and career support for urban youth by providing this consistency and dependability. The process of career preparation and offering social support, then, go hand-in-hand in this program.

SELF-DETERMINATION AS A KEY TARGET OF CHANGE

Self-determination theory (SDT) is a model of well-being that views humans as endowed with propensities that strive to meet three basic psychological needs: (a) *autonomy*, or the need to experience an agentic, authentic sense of choice in behavior, (b) *competence*, or the need to feel effective in mastering specific tasks or performing in specific situations, and (c) *relatedness*, or the need to experience a gratifying connection with others and feel a sense of belongingness.⁷⁹ To the extent that these core needs are satisfied, people will function in a more optimal, self-regulating manner that leads to growth and vitality. **In Making My Future Work, students' autonomy is actively supported, their competence is regularly enhanced in the lessons, and their need for relatedness is cumulatively experienced and supported over time.**

74 Kenny, M.E., & Bledsoe, M. (2005). Contributions of the relational context to career adaptability among urban adolescents. *Journal of Vocational Behavior*, 66, 257-272.

75 Ali, R.S., & Saunders, J.L. (2006). College expectations of rural Appalachian youth: An exploration of social cognitive career theory factors. *Career Development Quarterly*, 55, 38-51.

76 Diemer, M.A. (2007). Parental and school influences upon the career development of poor youth of color. *Journal of Vocational Behavior*, 70, 502-524.

77 Kenny, M.E., Blustein, D.L., Chaves, A., Grossman, J.M., & Gallagher, L.A. (2003). The role of perceived barriers and relational support in the educational and vocational lives of urban high school students. *Journal of Counseling Psychology*, 50, 142-155.

78 Nota, L., Ferrari, L., Solberg, V.S.H., & Soresi, S. (2007). Career search self-efficacy, family support, and career indecision with Italian youth. *Journal of Career Assessment*, 15, 181-193.

79 Deci, E.L., & Ryan, R.M. (2000). The "what" and "why" of goal pursuits: Human needs and self-determination of behavior. *Psychological Inquiry*, 11, 227-268.

A crucial principle of motivation commonly referred to as *internalization* represents a process of becoming self-determined in one's decision-making and behavior, which dovetails with the fulfillment of competence and relatedness. **This principle occurs along a continuum from intrinsic to extrinsic motivation.** In *intrinsic* states of motivation, people engage in an activity for its own sake (e.g., fun, pleasure), reflecting the highest level of autonomy. On the other hand, *extrinsic* states of motivation occur when people behave as a means to an end rather than an end in itself. This continuum is displayed in Figure 4.

Figure 4. Motivational Styles Continuum in Self-Determination Theory



Extrinsic motivation ranges from low to high levels of autonomy, depending on one's style of internalization. Accordingly, extrinsic motivational states of behavior are classified as: (a) *external regulation*, or doing something for a reward or to avoid a sanction, (b) *introjected regulation*, or doing something out of guilt or anxiety, the need for approval and/or a false image of self-worth (i.e., for socio-emotional reasons that are not internally accepted by, or identified with, one's authentic sense of self), and (c) *integrated regulation*, or doing something because one identifies with the instrumental value, purpose, goals, or needs of an activity. In contrast to an introjected style, which is characterized by behavior that is self-controlling and thus less satisfying, **people who internalize motivation in an integrated manner do not experience conflict or feel their identity is threatened; they accept responsibility for their actions, take initiative, and gain a greater sense of volition in what they decide to do when pursuing their goals.**⁸⁰ **When external regulations are transformed into internal regulations**

⁸⁰ Deci, E.L., & Ryan, R.M. (1992). The initiation and regulation of intrinsically motivated learning and achievement. In A.K. Boggiano & T.S. Pittman (Eds.), *Achievement and motivation: A social-developmental perspective* (pp. 9-36). New York: Cambridge University.

consistent with one's values, beliefs, purposes, or goals, then self-determination optimally occurs.

THE TWIN MECHANISMS OF CHANGE AS VEHICLES FOR SELF-DETERMINATION

Based on SDT, scholars have proposed a model that views self-regulated engagement and coping as determined by how autonomy is instilled in the context of relationships and structures that build competence.⁸¹ A comprehensive review of 20 years of research supports the premise that students who can integrate extrinsic reasons for engaging in school (i.e., integrative regulation) tend to succeed.⁸² While this review focused on how teachers can support autonomy, non-teaching adults, such as the classroom facilitators and student teachers in MMFW, can also support youths' autonomy.

Drawing from the premise that school engagement is regulated by an autonomous style of self-determination, extrinsically motivated patterns of school behavior can be integrated with one's identity, provided that the internalization does not threaten his/her core values and beliefs.⁸³ Hence, the "meaningful rationale," feelings of genuine validation, and internal drive to persist are dependent on how sensitive (and skillfully responsive) adults are to the internal world of students and the external world of sociocultural context, including what is deemed to be possible (or impossible) based on the student's experience. Through open inquiry, affirmation of youths' voices, and providing consistent social and academic support, the building blocks of self-determination are set in place. A student, for example, might internalize reasons for succeeding in school because he/she can integrate the purpose or value of academic success through thinking about career goals, even if school is not experienced as intrinsically interesting or fun. **When learning becomes internalized in a cohesive, self-accepting manner, improvement**

81 Skinner, E., & Edge, K. (2002). Self-determination, coping, and development. In *Handbook of self-determination research*, ed. E.L. Deci & R.M. Ryan, 297-338. Rochester, NY: University of Rochester Press.

82 Reeve, J. (2002). Self-determination theory applied to educational settings. In E.L. Deci & R.M. Ryan (Eds.), *Handbook of self-determination research* (pp. 184-204). Rochester, NY: University of Rochester Press.

83 Deci, E.L., & Ryan, R.M. (1992). The initiation and regulation of intrinsically motivated learning and achievement. In A.K. Boggiano & T.S. Pittman (Eds.), *Achievement and motivation: A social-developmental perspective* (pp. 9-36). New York: Cambridge University.

Within the school environment, an integrative self-regulatory style is characterized by the following conditions: (a) a meaningful rationale for school success is constructed by the student, (b) the student's perspective is validated by others, and (c) an underlying sense of self-agency or volition is cultivated. This requires a genuine dialogue with caring and competent adults who are invested in listening to and making meaning out the students' inner and outer experience, which may be different from the teacher's or the adult's.

in achievement, self-efficacy, attendance, and retention rates are consistently demonstrated.

SELF-EFFICACY, OUTCOME EXPECTATIONS, AND 21ST CENTURY SKILLS AS KEY TARGETS OF CHANGE

Just as self-determination and school engagement are conceptualized as influencing each other, so too are the remaining key targets of change in Figure 3. All four key targets are thus viewed as being related to each other. When one target is changed, it is likely that another key target(s) can also be influenced. In general, interactive relationships are depicted for each component contained in the logical model.

Compared to school engagement and self-determination, these additional targets are not as well or extensively studied in K-12 research as they pertain to their effects on the key academic outcomes. Although generic notions of academic self-efficacy, as well as domain-specific constructs such as math self-efficacy, are well-established phenomena of interest in educational research, career-specific self-efficacy constructs (e.g., confidence in performing occupational tasks related to artistic or enterprising careers, career decision-making self-efficacy, career search self-efficacy) are less studied within the K-12 arena, and are rarely examined in relation to academic outcomes such as GPA, academic achievement, or high school graduation rates. Research concerning outcome expectations, often included in various social cognitive theories that emphasize the role of self-efficacy, are even less frequently studied

in the K-12 arena. Despite the current limitations in the literature, self-efficacy and outcome expectations are concepts that hold promise in promoting key academic outcomes. Based more on theoretical rationale than an existing body of research, these two key targets of change are thus viewed as relevant.

The least investigated target of change in Figure 3 is perhaps one of the most important of all with respect to not only understanding academic outcomes during the K-12 years, but afterwards in post-secondary education and the workforce.⁸⁴ The broad umbrella term of *21st century skills* is a common buzzword used in public policy and by practitioners, although its precise definition is elusive because of its inherent ambiguity. Indeed, the term often goes hand-in-hand with *college* and *career readiness*.

84 Perry, J.C., & Wallace, E.W. (in press). Children and adolescents. In P.J. Hartung, M.L. Savickas, & W.B. Walsh (Eds.), *APA handbook of career intervention: Foundations* (Volume 1). Washington, DC: American Psychological Association.

To illustrate the aforementioned point, consider the college access program “Upward Bound,” which traditionally provides a combination of counseling, academic enrichment, mentoring, and parent involvement. While its implementation is widespread and carries intuitive appeal to practitioners, a recent meta-analysis showed that it had no statistically significant effect on improving high school graduation rates, along with career academies and other interventions.¹ In fact, out of the 12 interventions examined, college access programs (on average) increased high school graduation by only eight percentage points, which is a small effect size. Similar effect sizes were found for the average impact on enrollment in a 2-year or 4-year college. Based on these findings, it is reasonable to postulate that adding MMFW to these interventions as another intervention which youth receive in a given period of time (e.g., an academic school year) would yield more impressive and potentially long-lasting results.

1 Harvill, E.L., Maynard, R.A., Nguyen, H.T.H., Robertson-Kraft, C., & Tognatta, N. (2012). *Effects of college access programs on college readiness and enrollment: A meta-analysis*. Presented at the Society for Research on Educational Effectiveness (SREE) Conference, Washington, DC.

Perry, Cusner, and Pickett (in press) discussed how both terms encompass other widely used terms such as life skills, strengths, assets, competencies, transferrable skills, and socio-emotional learning standards; to complicate matters, popular academic movements that champion “positive psychology” or “positive youth development” tend to refer to the same or similar types of constructs.⁸⁵ There continues to be a lack of exchange between academic researchers who use different terms when talking about essentially the same ideas and practices. Rather than splitting hairs or emphasizing minor distinctions, focusing on their basic commonalities and practical applications would be far more productive. The links between different interventions/activities can therefore be viewed as inextricably related. Any type of soft skill (e.g., communication, teamwork, leadership, critical thinking, coping with stress, problem solving) has the opportunity of being developed across a wide range of environments based on multiple types of experiences.

OTHER MODELS OF CAREER AND YOUTH PROGRAMMING

Making My Future Work is not intended to replace college and career readiness programs, youth programs, mentoring programs, or college admission and access programs which already exist at a school, agency, library, church, synagogue, community center, and other settings. Rather, it is designed to be integrated into a variety of programs—whether they explicitly target college and career readiness or not—that are provided across a wide range of settings.

Work-based learning such as cooperative education, job shadowing, internships/apprenticeships, and work-based mentoring may be augmented or complimented by the program. Similarly, common models of career programming which exist in schools, such as career academies, tech-prep programs, early college high schools, and school-based enterprises, can easily incorporate aspects or selected components of MMFW into their existing curricula and training experiences. The point is not for MMFW to substitute these educational models, but to provide an additive intervention which may further enhance their impact on student outcomes.

⁸⁵ Perry, J.C., Cusner, A., & Pickett, L.L. (in press). Fostering adolescent work and career readiness. In C. Juntunen & J. Schwartz (Eds.), *Counseling across the lifespan: Prevention and treatment (2nd ed.)*. Thousand Oaks, CA: Sage.

As part of a multi-pronged, coordinated approach, career interventions/ activities like MMFW hold great promise in providing that “added value” which stakeholders and policy makers seek in educational reform. After-school programs (ASPs), for example, are in growing demand as one solution to improving academic outcomes, in addition to traditional outcomes such as drug use or social skills. The evidence base, however, for the actual impact of ASPs on targeted outcomes is inconsistent.⁸⁶ When framed within the context of effect sizes, the findings are modest at best and may have a weak impact, if any, in the long run. Based on a synthesis of syntheses of ASPs characteristic of the 21st Century Community Learning Centers, no consensus was found in terms of whether ASPs actually work or not, that is, if they make a difference in the socio-emotional domain.⁸⁷ Many ASPs designed will naturally implement career programs or activities (e.g., exploration of career interests, guest speakers, summer internships), even though they may not be emphasized or measured as an outcome of interest. Indeed, some of the most well-known ASPs nationally draw from practices of work-based learning.⁸⁸

CHALLENGING THE “COLLEGE FOR ALL” PHILOSOPHY

Implied throughout different lessons of MMFW (e.g., *Going to College: Is It For Me?*, *College Navigator*, *Blue Collar and Proud Of It*, *The Hierarchy of Jobs*, *Alternatives to 4-Year College*) is the underlying message that youth should be presented with a variety of viable options to achieving post-secondary success in higher education as well as the workforce. It is our belief that students should not be told that there is only one best way to being successful in a career and earning a living. This ultimately is a disservice to expanding the full range of perceived options and pathways that students can view as a good fit according to their own needs, values, skills, family circumstances, aspirations, and interests.

86 Perry, J.C., Cusner, A., & Pickett, L.L. (in press). Fostering adolescent work and career readiness. In C. Juntunen & J. Schwartz (Eds.), *Counseling across the lifespan: Prevention and treatment* (2nd ed.). Thousand Oaks, CA: Sage.

87 Valentine, J.C., Cooper, H., Patall, E.A., Tyson, D., & Robinson, J. (2010). A method for evaluating research syntheses: *The quality, conclusions, and consensus of 12 syntheses of the effects of after-school programs*. *Research Synthesis Methods*, 1, 20-38.

88 Perry, J.C., Cusner, A., & Pickett, L.L. (in press). Fostering adolescent work and career readiness. In C. Juntunen & J. Schwartz (Eds.), *Counseling across the lifespan: Prevention and treatment* (2nd ed.). Thousand Oaks, CA: Sage.

Contrary to the “college for all” mentality, as if it were the only acceptable pathway out of high school, only 40% of 27 year-olds earn an associate’s degree or higher; in fact, most jobs do not even require a 4-year college degree.⁸⁹ According to the Center on Education and the Workforce at Georgetown University, about 67% of jobs projected in 2018 will not require a bachelor’s or a graduate degree.⁹⁰ Given these facts, we want to impart to students who participate in MMFW that while the “ticket to success” surely requires education and training beyond high school, a four-year college degree does not guarantee a high-earning job or employment, and does not fit the profile of every student. Indeed, other paths to prosperity may be more realistic and rewarding in ways that more effectively suit youths’ interests, goals, and skills. This was the spirit in which MMFW was conceived.



89 Symonds, W.C., Schwartz, R.B., & Ferguson, R. (2011, February). *Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century*. Cambridge, MA: Harvard Graduate School of Education.

90 Carnevale, A.P., Smith, N., & Strohl, J. (2010, June). *Help wanted: Projections of jobs and education requirements through 2018*. Washington, DC: Center on Education and the Workforce: Georgetown University.

MODULE 1

Exploring Self and Identity



Making my
FUTURE
WORK
A COLLEGE AND
CAREER READINESS
PROGRAM

OBJECTIVES

- Students will explore who they are in an engaging and respectful learning environment
- Students will discover the differences and similarities between what kind of a person they think they are and what kind of a person others perceive them to be

LEARNING STANDARDS

Writing: Text Types and Purposes 2a, d

Speaking and Listening: Comprehension and Collaboration 1d

Language: Conventions of Standard English 1b

MATERIALS

- Adjective List (copies needed)
- “What Kind of Person Am I?” handout (copies needed)
- Pen, pencil



PROCEDURE

Part 1

1. Teachers begin with a brief journal entry on the following: “When someone asks you, ‘Who are you?’ what do they mean?” Potential answers could refer to interests, abilities, negative qualities, positive qualities, family, religion, values, beliefs.
2. Follow up with a brief classroom (or small group) discussion of what the question “Who am I?” actually means. Teachers open up a dialogue around what we refer to when we talk about “ME.”

POINTS TO REMEMBER

The classroom discussion proceeds by further talking about why it is important to know who you are, especially concerning major decisions and opportunities with regard to the world of work and education. For example, why would it be important to be able to know who I am and communicate this information to others in a job interview or a college application?

Consider opening with a short video clip of a character from a popular movie, work of literature, etc... that strongly shows a range of personality traits.



3. Distribute the “Adjective List” to students. Teachers explain how adjectives are used by people to express personality characteristics.
4. Instruct students to read carefully over the list of adjectives. If students do not understand a word, please ask them to put a question mark next to it and ask a teacher/peer for help.
5. Instruct students to circle at least five adjectives which they feel describe their personality (they can circle more than five if they wish). Also, teachers can encourage students to write additional adjectives that might describe their personality better. This is not an exhaustive list!

Part 2

1. Students form (or are assigned to) small groups.
2. Teachers ask students to share what they circled. However, group members should not be immediately forced to share what they circled or wrote. The idea is that participation will increase as students become more comfortable with the activity.
3. Teachers ask students who shared their list which adjectives they think describe their strengths or assets, which ones describe weaknesses or areas of needed growth, and which ones can be either.

Teachers can collect the “Adjective List” from students and read aloud each list of responses, instructing the group members to guess who it is, and, more importantly, justifying their answers.



4. Teachers should pay close attention to students who may circle only strengths or, conversely, only one strength among many weaknesses. If adjectives are chosen in this kind of manner, teachers may address this issue by opening it up to the group for comment or feedback.

Part 3

1. Teachers distribute the “What Kind of Person am I?” handout to students.
2. During this activity, students should work on answering the questions individually. Students are instructed to remain in their groups or return to their original seats. Once students have completed the assignment, teachers decide the best grouping arrangement for the remainder of the lesson.

3. Consider the following self-reflection prompts: (a) What are the pros and cons of this particular trait? (b) How will these traits affect my personal/professional relationships?
4. Generate a discussion around the theme of the “mirror self” versus the “self as others see it.” Teachers can begin the discussion by asking students to share and compare their answers between questions 1 and 2, 1 and 3, and 1 and 4.
5. Consider using the “Who Am I: Venn Diagram” located at the end of this lesson.

POINTS TO REMEMBER



Teachers encourage students to reflect on why there are differences or similarities between these particular answers. Consider having older students work in small groups while younger students may perform better with a single partner. The main message here is that all of us behave or present ourselves differently, to some degree, given the social situation, and that this is “okay” and a normal way of interacting with different people.



ADJECTIVE LIST

creative

selfish

realistic

friendly

impulsive

bossy

bright

intelligent

outgoing

honest

patient

persistent

shy

organized

hostile

reliable

funny

moody

proud

pessimistic

cautious

careless

helpful

hardworking

practical

complaining

quiet

planful

artistic

talented

tolerant

daring

agreeable

optimistic

loud

cooperative

confident

lazy

loyal

mature

spacey

obsessive

polite

angry

Add your own below:

WHAT KIND OF PERSON AM I?

Name: _____ Date: _____ Period: _____

1. What kind of person are you?
2. What kind of person do your classmates think you are?
3. What kind of person does your family think you are?
4. What kind of person do your friends think you are?
5. Are you the same kind of person in all situations with all people (consistent)? Why or why not?
6. Which adjectives/traits would be helpful in making friends and getting along with others?
7. Which might prevent you from making friends?
8. Which adjectives/traits are helpful in doing well in school? Which would keep you from doing well in school?
9. What adjectives/traits would you want to change? How would you do that?

Tips on keeping it real

“Who Am I?”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Share the adjectives you would select for yourself with students. *(Try to include at least one negative adjective and explain your answers. e.g. I am creative, selfish, playful, loyal, and mature...)*

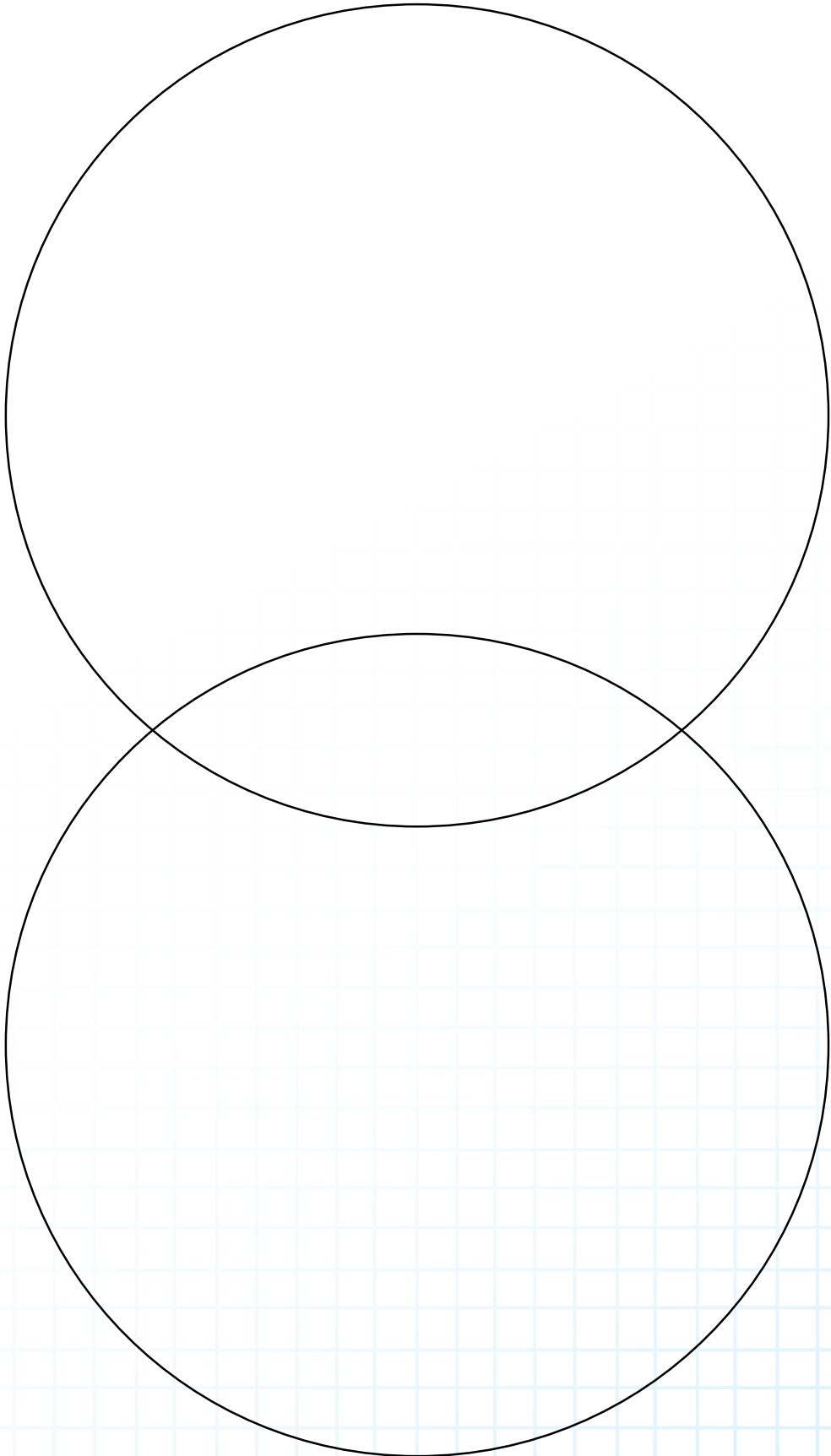
Share an example of a situation in which you were seen in a different way or behaved in a different way between work, family, or social groups. *(e.g. I am considered very diligent at work but not my spouse.)*

Tell a story about how you learned about one of your characteristics. *(e.g. a family member or work colleague commented on it, someone made fun of you about it, you found that to your surprise you were really good at something.)*

Share an example of how an adjective you picked might be a strength or asset at work. *(e.g. “I am a persistent person and this helps me when I am teaching to keep working on difficult things on help students meet goals.”)*

Share an example of how you presented a characteristic of yourself in a job interview or on an application. *(For any of your chosen adjectives you can discuss how you would present them effectively in an interview. Or you might share how an interview went awkwardly.)*

Who Am I? Venn diagram



OBJECTIVES

- Students will explore their personal beliefs and values that guide their lives
- Students will become aware of the beliefs and values of their peers



LEARNING STANDARDS

Writing:

Text Types and Purposes 3a-e
Production and Distribution 4-6

Speaking and Listening: Comprehension and Collaboration 1a-d

MATERIALS

- This I Believe Curriculum (<http://thisibelieve.org>)
- Computers with word processing
- “Small Group Discussion Questions” handout (need copies)
- “What Do You Think?” handout (need copies)
- Thesaurus

PROCEDURE

1. Explain to students as a class that “This I Believe” was created in the 1950s, when radio was a big source of news and information. National Public Radio (NPR) encouraged regular folks just like you to write essays in which “they shared insights about individual values that shaped their daily actions.” It can be liberating to create a piece of writing that carries your core values and in some cases helps the writer to narrow down their life-guiding principles to only the essentials.
2. Teachers can download a curriculum from <http://thisibelieve.org>. At the top of the homepage, go to “educators” then click on “educator resources” and download the “High School Curriculum.”
3. Introduce the assignment to



A middle school curriculum is also available at the web site if you need to decrease the rigor of this lesson.

As an alternative, consider the Sunday New York Times series “Modern Love”. <http://topics.nytimes.com/top/features/style/fashionandstyle/columns/modernlove/index.html>

students: You are going to be writing a “This I Believe” essay where you will discuss your beliefs, events, and/or relationships in life that are most important to you: sort of like a personal philosophy. The essay should be between 350 to 500 words, equal to about 1 to 1.5 pages typed and double-spaced.



As an alternative approach, consider allowing students to video or audio record each other discussing these prompts.

4. There are several writing formats for students to choose from:
 - Personal Essay – Focused on belief or insight about life that is significant to the writer.
 - Personal Narrative – Focused on a significant event.
 - Personal Memoir – Focused on a significant relationship between the writer and a person, place, or object.

POINTS TO REMEMBER



In a personal essay, students write with a focused purpose. Essentially, a personal essay often combines elements of both the narrative and the memoir since an insight about life of a personal belief is usually based upon both experiences and relationships that have taught the writer what individual values are most important.

5. Teachers may now divide the class into small groups. Read to the students the sample essays in the curriculum, or a sample of essays from the website. Have the students guess which writing format the essay is written in: personal essay, personal narrative, or personal memoir.
6. Teachers inform students that before they write their own “This I Believe” paper, they are going to do some fun activities in class. Pass out the “What Do You Think?” handout and have students complete it.

Consider using a website like “Poll Everywhere” or a GoogleDocs form to collect this data instantly with students who have their own smart device.



7. In small groups, ask students to choose a belief from the handout. Individually, teachers will ask students to each discuss one statement of their choice, explaining why they agreed or disagreed. They should each tell a story about their own lives that either shows the belief in action or describes why the student believes this.
8. Pass out the “Small Group Discussion” handout. Instruct students to brainstorm about each question and jot down their ideas on the sheet. They should be prepared to discuss at least one question in their small groups.
9. Remind students that the subjects from these handouts can be used as potential topics for their papers, but they should not feel limited to the material on the handouts.
10. Having students read their essays aloud in small groups could be a complimentary exercise to posting them online or turning them in.



If students want to post their essays to the “This I Believe” website, this would allow them to write for a larger audience, making the process more authentic.

Follow-up

11. Facilitate a class discussion about students’ experiences of writing the papers. Consider the following as discussion/reflection prompts:
 - What specific struggles did you have when writing this narrative?
 - How did you develop your beliefs?
 - Which beliefs will you pass on to your children and why?
 - Are there beliefs you used to have that you will not pass on? What are they and why?

WHAT DO YOU THINK?

Instructions: In the space in front of each belief statement, write an "A" if you agree or a "D" if you disagree.

Life is fair.

Words can hurt.

Police are your friends.

What goes around comes around.

How you act in a crisis shows who you really are.

Love conquers all.

An eye for an eye.

People learn from their mistakes.

You can't depend on anyone else, you can only depend on yourself.

If you smile long enough, you become happy.

Miracles do happen.

There is one special person for everyone.

Money can't buy happiness.

Killing is wrong.

Doing what's right means obeying the law.

Small Group Discussion Questions

<p>1. Most of us have been in a situation where we made a promise that for one reason or another we were unable to keep.</p> <p>When were you disappointed because someone made you a promise that they failed to keep? Or when did you break a promise that you made to someone else?</p>	<p>4. We all tend to judge people by their appearances, even though looks can be deceiving.</p> <p>Have you ever prejudged someone incorrectly based on their appearance or has someone ever prejudged you unfairly based on how you look?</p>
<p>2. All of us are works in progress with a long way to go before we reach our full potential.</p> <p>In what skill or area are you still working to make progress?</p>	<p>5. Everyone has problems or challenges to overcome.</p> <p>What obstacles are you proud to have faced and conquered?</p>
<p>3. Our society uses the word <i>hero</i> in many different ways?</p> <p>How do you define <i>hero</i>, and who is a hero in your life?</p>	<p>6. There is a famous adage: "To err is human, to forgive divine."</p> <p>When did you feel divine because you were able to forgive someone for their mistake? When did someone act divine by forgiving you when you were wrong?</p>

Tips on keeping it real

“This I Believe”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Share a personal experience that helped you to shape your beliefs.

Share a story of a relationship that influenced your beliefs and influenced your understanding of life and describe how.

(Consider sharing an example outside of your immediate family.)

Pick one of the Small Group discussion topics and share an experience or story that answers one of the questions.

(Consider sharing from #2: Where you are still a work in progress.)

Discuss how your understanding – your own “This I Believe” – has changed or stayed the same since you were younger.

(E.g. “I was certain money was all I cared about when I was younger; this has changed since.”)

Share where your beliefs have the most influence on your life? Do you pursue them through your work, or through something else?

(An example should highlight for students that values can be pursued in many domains. E.g. “ My work is important, but so is my volunteer work at the animal center.”)

OBJECTIVES

- Students will visually express who they are creatively
- Students will present a visual product to the class

LEARNING STANDARDS

Speaking and Listening

Presentation of Knowledge and Ideas 4 & 6

MATERIALS

- Paper, pencils, pens, colored markers
- Large poster boards
- Tape, glue, scissors
- Relevant magazines, photographs, newspapers that appeal to your students
- Samples of Coat of Arms (either copied or projected)
- “Coat of Arms Model” handout (need copies)
- “Coat of Arms Checklist” for the teacher

PROCEDURE

Part 1

1. Teachers initiate a class (or small group) discussion about what a Coat of Arms represents. Historically, families from various cultures and eras often designed and displayed patterns of clothing, symbolic shields, jewelry, etc., that signified ancestries, accomplishments, and values. These patterns were used to communicate family stories across generations.
2. Teachers explain that students will create a Coat of Arms that will represent aspects of who they are, people important to them, values, goals, strengths, weaknesses, and the like.

3. Teachers can show examples of previous Coat of Arms that students made, if available, in order to help them generate ideas.
4. When distributing the “Coat of Arms Model” handout, students are encouraged to create their own. They can use the template, but they are certainly not limited to the model. Teachers instruct students to complete the template as a general guide in helping them visualize what they want to put in their Coat of Arms.
5. Students then use blank sheets of paper to draw a rough draft of their Coat of Arms. Their final product will be done on large poster board and displayed in the classroom.
6. Teachers encourage students to be creative and use different kinds of materials (colored pens, markers, magazine pictures, newspapers, photos from home).



Students who have access to computers may use computer-generated graphics if you are confident your students will use computers effectively.



7. Teachers warn students that inappropriate or offensive content will not be accepted on their Coat of Arms. Students must display a discernible level of effort in creating their design that goes beyond simply writing their name on it.

POINTS TO REMEMBER

This activity is designed for individual work, but students are encouraged to form small groups or find partners to help generate ideas. Teachers should be cognizant of students who show difficulty getting started with their visual. They might need additional assistance.

Optional Part 2

1. When students have completed their Coat of Arms, which may take more than one class, they should be instructed to prepare an oral presentation to explain their product to the class or their teacher. Students will receive a grade for the presentation.

OR as an alternative, have the class conduct a “gallery walk,” wherein students cycle around the room looking at their peers’ work and providing critical feedback on post-it notes (ie: one thing I like, one thing I wonder about). Gallery walks can also be done before the presentations as a means of improving the final product. <http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strateg>



2. Teachers determine the criteria used for grading student presentations.
3. Teachers determine the guidelines for respectful behavior during presentations.
4. Time for questions is provided after the presentations in order for students and teachers to focus on personal strengths, areas for growth, aspects of identity, and future goals.

POINTS TO REMEMBER

Teachers encourage students to present in front of the class, explaining that public speaking and communication skills are critical in today's world of work. However, they should also be sensitive to individual concerns and comfort levels.



COAT OF ARMS

The image shows a shield-shaped template divided into six sections by a vertical line down the center and two horizontal lines. The sections are numbered 1 through 6, each with a specific prompt:

1. Two things you do well	2. Your ideal job
3. Your hero	4. Three words that describe you
5. Something you strongly believe in	6. Something about your culture, family or friends

Use the above template as a guideline for how to construct your Coat of Arms. Fill in your Coat of Arms with these sections or with other things that represent who you are. You can draw, write, use magazine cut outs, or use any other artistic means of expressing your values, talents, interests and personality in your Coat of Arms poster. Create a rough draft on this sheet of paper before starting the poster board.

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COAT OF ARMS ASSESSMENT CHECKLIST:

- _____ 1. The Coat of Arms contains no images or material that might be considered offensive
- _____ 2. The effort exerted by the student was significant and representative of their ability
- _____ 3. The student is able to speak intelligently about their Coat of Arms
- _____ 4. The Coat of Arms contains two things the student does well
- _____ 5. The Coat of Arms contains the student's ideal job
- _____ 6. The Coat of Arms contains three words that describe the student
- _____ 7. The Coat of Arms contains the student's hero
- _____ 8. The Coat of Arms contains something the student believes in
- _____ 9. The Coat of Arms contains something that represents their culture, friends, or family

“Coat of Arms”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

You should construct your own Coat of Arms and share it with students. Be prepared to explain it as well with students, though limit any self-disclosure as you see fit.

OBJECTIVES

- Students will explore their own values and interests

LEARNING STANDARDS

Writing: Range of Writing 10

Speaking and Listening: Comprehension and Collaboration 1c

MATERIALS

- “The 5 Things” handout (need copies)
- “Values” handout (need copies)

PROCEDURE

1. Explain that “The 5 Things” is an activity used by counselors. The objective of this activity is to teach clients or students the importance of gratitude and encourage them to think positively. Clients are usually asked to provide answers for the following items:
 - Name 5 things you are grateful for
 - Name 5 things you appreciate about yourself
 - Name 5 people who love you
 - Name 5 accomplishments
 - Name 5 things you are looking forward to in the next 7 days
2. Teachers explain that this version of “The 5 Things” can accomplish the same goals as the original version, but further aims to help students think about their future career aspirations. Consider having your own list complete and share with the students as an example.
3. Distribute “The 5 Things” handout and the “Values” handout. Instruct students to complete both of the handouts individually over the next 10 to 15 minutes. Divide them into small groups.

4. When students are finished, have each student share what they have written on “The 5 Things” handout and what they circled on the “Values” handout. They don’t have to share everything they wrote, but a couple of things. Students are encouraged to explain why they wrote down and circled the things they selected, and provide a personal story or contextual background behind their choices. This can be accomplished in small groups, or in a whole-class setting.
5. Make sure to collect the sheets back as they will be essential for future MMFW lessons in Module One.



As a reflection piece, consider asking students what they would like to accomplish in the short and long terms.

POINTS TO REMEMBER

Teachers encourage students to think about how their answers in terms of how their values and 5 Things may be related to what they might want to do as a future career.

Accomplishments and Things I do well do not have to be monumental or life-changing, but could be as simple as “I did not get any Ds or Fs on my last report card,” or “I kept my temper in check for two weeks,” or “I made people laugh at lunch.”



THE 5 THINGS

1. Name 5 things you value most

- a.
- b.
- c.
- d.
- e.

2. Name 5 things you enjoy doing

- a.
- b.
- c.
- d.
- e.

3. Name 5 things you do well

- a.
- b.
- c.
- d.
- e.

4. Name 5 people you admire, and why

- a.
- b.
- c.
- d.
- e.

5. Name 5 accomplishments you are proud of

- a.
- b.
- c.
- d.
- e.

Values

1.	Accessibility	50.	Generosity	99.	Resourcefulness
2.	Accomplishment	51.	Giving	100.	Respect
3.	Achievement	52.	Happiness	101.	Rigor
4.	Activeness	53.	Health	102.	Sacrifice
5.	Adaptability	54.	Helpfulness	103.	Satisfaction
6.	Adventure	55.	Heroism	104.	Security
7.	Ambition	56.	Holiness	105.	Selflessness
8.	Assertiveness	57.	Honesty	106.	Self-reliance
9.	Assurance	58.	Hospitality	107.	Service
10.	Availability	59.	Imagination	108.	Sharing
11.	Balance	60.	Impact	109.	Simplicity
12.	Being the best	61.	Independence	110.	Skillfulness
13.	Camaraderie	62.	Industry	111.	Spirituality
14.	Celebrity	63.	Intelligence	112.	Spontaneity
15.	Challenge	64.	Integrity	113.	Stability
16.	Charity	65.	Intensity	114.	Status
17.	Clarity	66.	Inventiveness	115.	Structure
18.	Comfort	67.	Investing	116.	Success
19.	Commitment	68.	Justice	117.	Support
20.	Compassion	69.	Kindness	118.	Teamwork
21.	Concentration	70.	Knowledge	119.	Thoughtfulness
22.	Consistency	71.	Leadership	120.	Trustworthiness
23.	Contentment	72.	Learning	121.	Uniqueness
24.	Continuity	73.	Logic	122.	Unity
25.	Control	74.	Making a difference	123.	Usefulness
26.	Cooperation	75.	Mastery	124.	Variety
27.	Craftiness	76.	Money	125.	Victory
28.	Creativity	77.	Open-mindedness	126.	Vision
29.	Daring	78.	Order	127.	Wealth
30.	Dependability	79.	Organization	128.	Winning
31.	Determination	80.	Originality	129.	Wisdom
32.	Direction	81.	Passion	130.	Wonder
33.	Discipline	82.	Perfection	131.	Youthfulness
34.	Diversity	83.	Persistence		
35.	Education	84.	Philanthropy		
36.	Empathy	85.	Pleasure		
37.	Energy	86.	Popularity		
38.	Enjoyment	87.	Power		
39.	Entertainment	88.	Practicality		
40.	Exploration	89.	Precision		
41.	Faith	90.	Privacy		
42.	Fame	91.	Pro-activity		
43.	Family	92.	Professionalism		
44.	Fashion	93.	Prosperity		
45.	Financial independence	94.	Reason		
46.	Fitness	95.	Recognition		
47.	Freedom	96.	Recreation		
48.	Friendliness	97.	Reliability		
49.	Fun	98.	Religiousness		

“The Five Things”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Complete your own five things handout and present it to students.

Discuss with students your values and how they have influenced your life choices. *(Be as specific as you can. E.g. “I love equipping people with knowledge to succeed.” Rather than, e.g. “I love helping people” as a reason for becoming a teacher.)*

Discuss with students the five people you admire most and why. This list should include at least one person who is more local and someone you admire. *(E.g. not a celebrity, sports figure, or politician)*



OBJECTIVES

- Students will explore their personality style
- Students will link their personality style with preferences in career

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d

MATERIALS

- Computers with Internet
- Exit Ticket

PROCEDURE

1. Explain to students that they are going to be doing an online activity (DO NOT USE THE WORD “TEST”). The purpose of the activity is to help them think about their personality. Teachers may want to ask students what the word “personality” means to them. While teachers do not—and should not—go into the details about the name or the history of the activity, this “test” is based on the concepts of the Myers-Briggs Type Indicator, which is a widely used personality inventory in psychological assessment and research.
2. Inform students that the activity will generate a 4 letter code to describe their personality; these codes are characterized by values, interests and preferences. Their scores will come from four pairs of preferences:

Extraversion (E)	OR	Introversion (I)
Sensing (S)	OR	Intuition (N)
Thinking (T)	OR	Feeling (F)
Judging (J)	OR	Perceiving (P)

Consider posting the chart above and decoding the words as a class BEFORE beginning the activity. This will alleviate considerable confusion during the activity.

3. Instruct students to go to the website: <http://tinyurl.com/desm> and follow the instructions for the Jung Typology Test™. Although the word “test” does show up on the screen, students should not think of this as a traditional academic test.

Some questions may contain vocabulary with which the students are unfamiliar. To keep students on pace, consider reading each question aloud and explaining uncertain terminology as you go. If you have a method for projecting the screen, you may also find this useful.



4. Once they have completed the activity, students should click on “score it!” A page will appear with your 4 letter code. There are 4 different links to click on to find more about your code. Have students click on the third link down, “type description by J. Butt and M.M. Heiss” (this link is the most helpful). Have students read about their type on this link. While reading, they should compare and contrast how they see themselves against what the four letter code indicates.
5. Have students write their name and code on a slip of paper (exit ticket) and hand it in to the teacher. The teacher will divide the class up into groups according to their 4 letter code. If there are any individual students who do not have a matching code, place the student(s) in a group of similar codes (e.g. student’s code is ISTP, you place them in the ISFP group) and let the student know your rationale. It is important to retain these slips as students will usually forget their code. You may wish to refer to this code later with other MMFW modules.
6. In their groups the students should discuss the following:
 - Does my code fit my own views about myself?
 - What parts of the code seem accurate and what parts do not?
 - Are there any characteristics indicated by the code that do fit me, but I never really thought about before?
 - Instruct students to be aware of the similarities and differences in each individuals perceived personality types within the group, even if they have the same code.
7. As a class, ask students to raise their hands (or similar grouping activity) if:
 - they thought the code was accurate.
 - they thought the code got some aspects of their personality correct, while other aspects were incorrect.
 - they thought the code was not even close to their personality.
 - they want to re-take the test.



8. Reiterate the fact that this test, nor any personality test, is meant to tell you who you are. These tests are not always accurate, but they can serve as a useful tool for self-exploration, which was the purpose of today's lesson.



9. Discuss/reflect with students if they can see how their personality type may affect how they interact with others and play a role in the types of activities they like to do.



- Do you think your personality type(s) will change in the future? What could cause this to happen?
- How might your personality type affect you in the work place? How might it limit the jobs you seek?



OBJECTIVES

- Students will use their writing skills to articulate their sense of self
- Students will orally present their writing product(s) to the class

LEARNING STANDARDS

Writing:

Text Types and Purposes 3a-e

Production and Distribution 4-6

Range of Writing 10

Language: Conventions of Standard English 1a-b, 2a-c

Speaking and Listening: Comprehension and Collaboration 1a-d

MATERIALS

- Computers with word processing (if available)
- Paper, pencils, pens
- “Who am I?” essay pre-writing organizer (copies needed)
- Samples of student writing projects (either copies or projected)



PROCEDURE

The selection and grading of these activities are determined by the teacher.

1. Explain to students that it is sometimes important to be able to write down what we think and feel. For many people, our creative powers of self-expression are enhanced and more easily communicated in words. In addition, writing is a fundamental tool in the world of work.
2. Based on the various writing activities below, the teacher should explain what kinds of writing activities they will be working on. All students should be required to complete the “Who am I?” essay. They can, however, complete additional writing activities. See the end of this lesson for alternatives to the traditional essay approach.

REQUIRED: “WHO AM I?” ESSAY

The “Who Am I?” essay requires written composition skills and the ability to organize and communicate information in a clear and coherent manner. Students are expected to write a rough draft, a final draft, and orally present their essay to the class. Typically, this written project takes at least two class periods to complete, and may be finished as homework. Presentations, depending on how you choose to handle them, may take just as long.

PROCEDURE

Part 1

1. Explain to students (or small groups) that as they continue their education, they will be expected to write with clarity and thoughtfulness. Not surprisingly, the majority of today’s service professions in health care, education, business, industry, technology, and law not only require some higher education, but also sound writing skills. Almost all colleges and universities require applications with a personal essay.
2. Ask the class if they have successfully written an essay before. This may sound rhetorical, but it generally helps get a better idea of where individual students are in terms of their writing background and skills. Ask students to share what they know about writing a good essay. For example, how are essays typically structured? How long are paragraphs? What guides the writing? At this point during the discussion, teachers distribute the pre-writing organizer. The organizer is reviewed with the students.
3. Carefully review the pre-writing organizer with students. Encourage students to use their work from other Module One assignments as reference material in guiding their essay.
4. Read and distribute models of “Who am I?” essays for students to read, if available. These models will serve as guidelines for the students and help them visualize what their final draft might look like.

Part 2

1. Students begin writing their rough draft. Encourage students to ask questions or raise their hands if they need some help getting started, as “writer’s block” can be common.
2. One-to-one instruction to as many individual students during class is preferred. Peer assistance from students that write well is helpful if there are not enough adults to satisfy individual student needs.
3. The completion of the rough draft can be assigned as homework if not completed in class. It is to be completed before moving on.
4. If you sense your students may be reluctant to complete an entire essay, consider breaking the entire paper up into more digestible single paragraph journal entries.



Part 3

1. The class (or small group) is now divided into pairs for peer editing purposes. Students can choose their partner or teachers can assign partners in advance.
2. Students are given instructions on how to peer edit. The rough draft should follow the pre-writing organizer format and the content of the essay should correspond to that format. Students should be instructed to check for writing conventions, as this will be assessed as part of the final grade.
3. Manage the peer editing process.
4. Ask reflective questions about the peer-editing activity. The teacher, for additional guidance and feedback, should review students’ rough drafts. Students will often seek help from the teachers directly, which should be encouraged.
5. When editing activities are completed, students are instructed to write their final draft. This final draft may need to also be assigned as homework completed before the next class. While it is not a requirement, students should be encouraged to write their final draft on a word processing document and print it out double-spaced.



Part 4

1. Students are given the option to present their essay orally to the class (which should be encouraged) or in front of a teacher.
2. Students are given a few minutes to look over their work for any last-minute corrections.

3. Students are reminded that their final draft will be graded according to the criteria on the pre-writing organizer. Their essays will also be evaluated on their writing conventions, presentation ability, and creativity.
4. Teachers can use the “Who Am I?” essay evaluation form or develop their own grading system.

WHO AM I? ESSAY: PRE-WRITING ORGANIZER

Task Description: Write an essay about the kind of person you are now and how your personality will help you to be successful in school and friendships. Refer to your journal and activities that you have completed in Module One to help you organize your thoughts.

Please follow this format:

- Paragraph 1: Introduction. Explain what your essay will be about.
- Paragraph 2: Write about the kind of person you are right now in your life. Describe your interests and personality, how you see yourself, and what others think of you.
- Paragraph 3: Write about how the kind of person you are is both helpful and unhelpful in making friends and getting along with others.
- Paragraph 4: Write about how the kind of person you are is helpful and unhelpful to your success and achievement at school.
- Paragraph 5: Conclusion. Write a closing paragraph to restate the introduction and connect this to the description of yourself.

GENERAL GUIDELINES:

- The essay should be about 1-3 pages in length, but can be longer.
- Double-spaced
- 11 or 12 size font

Name: _____ Date: _____

WHO AM I? ESSAY EVALUATION FORM

The student:

1. Began with an interesting introduction that states what the essay is about? _____
2. Discussed the person he/she is now? _____
3. Discussed how the person he/she relates to interacting with others? _____
4. Discussed how he/she relates to success in school? _____
5. Wrote a concluding paragraph? _____
6. Used transitional words, phrases, or sentences? _____
7. Used correct spelling and grammar? _____

Final Grade _____

RUBRIC:

- 4** Superior work, student has done above and beyond what was expected
- 3** Satisfactory work, student has handed in assignment on time with all that was expected
- 2** Needs improvement, assignment did not fill all the requirements
- 1** Poor, unsatisfactory work, not representative of what the student can do
- 0** No basis for evaluation, work not completed

Comments:

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EXTRA ACTIVITY 1: IN MY OWN WORDS

While some students have found the “Who Am I?” essay to be useful, we have discovered that others may not perceive it as engaging or intrinsically rewarding, or may find it to be too difficult of a writing task according to their abilities. Student apathy may be more due to different writing preferences (e.g., song, autobiography, poem) in expressing themselves, rather than low academic motivation. To accommodate for individual variation in self-expression, as well as individual differences in writing skills and ability, we have developed optional writing projects through which students can create meaningful products consistent with their learning styles and cultural background.

Students can decide on several writing projects.

Individual Poem

- Students have the option of writing their own individual poem

PROCEDURE

1. Students are encouraged to be creative and write a poem that states something very specific about who they are or something very broad about themselves (different feelings, thoughts, dreams, and people in their lives).
2. Students do not need to follow any specific format, unless otherwise instructed by the teacher.
3. Teachers can give students some samples of poems to help them get started.

Follow-up

Students present their poem orally and should be prepared to answer some questions about their poem from the class and/or teacher.

Samples of Poems

- We recommend that Teachers show samples of poets’ work that is consistent with students’ cultural background and life experiences.





EXTRA ACTIVITY 2: AUTOBIOGRAPHY OR PERSONAL DIARY ENTRY

Students have the option of writing an autobiography or a personal reflection in the form of diary entry.

PROCEDURE

1. Students should be instructed to write about certain events or life experiences (past or present) which in some way illustrate who they are today. While students need to give some information about their origins and where they have lived, they can be flexible in choosing what they want to write about, as long as it says something about who they are today.
2. Teachers can provide a model of a diary entry or autobiography to help students generate ideas.



Follow-up

Students present their autobiography or diary entry orally and receive questions about their writing project from their classmates.



EXTRA ACTIVITY 3: PERSONAL REFLECTION

Students have the option of writing about a particular poem, novel, short story, song, or movie they have experienced.

PROCEDURE

1. Students are instructed to reflect on a particular song, movie, or piece of literature and write about how it impacted or changed them personally.
2. Did this experience strongly connect to a particular or general aspect of your own life? To what, specifically, did it connect?
3. Teachers can give students samples to help them get started.



Follow-up

Students present their reflection orally to the class and receive questions from their classmates about their reflection.



OBJECTIVES

- Students will creatively express themselves through music and art activities
- Students will make tangible connections between their favorite songs and their own personality traits or life events
- Students will orally present their soundtracks to the class and explain these connections

LEARNING STANDARDS

Writing:

Text Types and Purposes 3a-e
Production and Distribution 4-6
Range of Writing 10

Speaking and Listening: Presentation of Knowledge and Ideas 4-6

Language: Conventions of Standard English 1a-b, 2a-c

MATERIALS

- Computers with Internet
- Flash drives/network drives for storing music files
- Access to music software (iTunes, Windows Media Player, etc.) or YouTube
- Art Supplies (paper, markers/crayons, magazines, scissors, glue, digital art)
- “Soundtrack of My Life Checklist” (need copies)

PROCEDURE

Teachers take 15 minutes at the end of class to explain to students the purpose and instructions of this lesson. The explanation can follow these parameters:

1. How many songs do you have on your iPod? Is there a default playlist you put on when you're feeling a certain way? Many of us enjoy energetic music to get us through a difficult task like studying for a test or writing a difficult essay. Sometimes it's simply the beat that motivates us; other times, it's the lyrics that have an impact on our emotions.
 - Demonstrate with your own song or playlist and explanation here, or feel free to use the model at the end of this lesson.
2. We identify ourselves with certain musical artists or musical genres because we like the tone, message, or mood of their songs. Some musical artists have had their music selected as part of a movie soundtrack. If your life were a movie, what would the soundtrack be? Would the music itself be important? Or would the lyrics be important? Perhaps both?
3. Your job is to create a soundtrack for your own life. In other words, if Hollywood wanted to make a movie about your life, what songs would you tell them to use as background? You MUST identify songs that represent the following, using a unique song for each one:
 - Your personal philosophy of life, which may be drawn from previous lessons in Module One (e.g., This I Believe)
 - You as a child (memories, emotions, milestones)
 - You as a teen, which may be drawn from previous lessons in Module One (e.g., The Five Things, Coat of Arms, Who Am I? Myers-Briggs)
 - The Future You (e.g., future goals, visions of life after school)
 - Your humbling mistakes
 - Your greatest successes
 - Your beliefs/expectations of humankind
4. Generate a play-list of these songs in your favorite music software (iTunes, Windows Media Player, etc.) and share it with your teacher. Include artwork that carries the mood or tone of your play-list. You'll need to also include "liner notes" of at least one paragraph per song. According to Wikipedia, liner notes "include(s) information about the musician, lyrics...They also can give details on the extent of each musical piece, and sometimes place them in historical or social context."

5. It's this historical or social context on which you'll need to focus your writing. In other words, name the song, musician(s) and why/when the song is important to you. Identify which of the above (Section C) bullet points your song represents. Analyze specific lines in the song with which you personally identify. Determine the people in your life who are represented in the song. Describe why the tone of the song is appropriate. If you can't write at least once solid paragraph for the song, omit it from your mix.

- Consider the following stems to provide inspiration for your writing:

- ◆ This song makes me feel...
- ◆ This song reminds me of (being a kid, my most humbling mistake, etc...) because...
- ◆ My favorite line is ... because...
- ◆ When I hear this song, I remember...

- Also, include a brief statement that explains your artwork and the significance of what you included

6. At the beginning of the class when the soundtracks are due, take some time to let the students share parts of their soundtracks with the class (usually a minute or so). They can share with the class the songs they included on the soundtrack and why. Or they can share one song and explain it in greater detail.

7. Reflection:

- How might your soundtrack change over the next five years? (The Future You)



Student examples

The Soundtrack of My Life

By: _____ Period: _____ Date: _____

Explanation of my album artwork:

I choose this picture because it just mad sense to me. The song is talking mentions tears and fire. And also fear, so I searched eyes on fire and found it. It caught my attention and to me it mad perfect sense. When I look at the picture I see everything the song says. Fear, horror, fire, and tears. It's very creative and different.

TAYLOR SWIFT FEAT. THE CIVIL WARS
MEMBER, TEARS STREAMING DOWN YOUR FACE
WHEN I SAID, "I'LL NEVER LET YOU GO"
WHEN ALL THOSE SHADOWS ALMOST KILLED YOUR LIGHT
I REMEMBER, YOU SAID, "DON'T LEAVE ME HERE ALONE"
BUT ALL THAT'S DEAD AND GONE AND PASSED TONIGHT
JUST CLOSE YOUR EYES
THE SUN IS GOING DOWN
YOU'LL BE ALRIGHT
NO ONE CAN HURT YOU NOW
COME MORNING LIGHT
YOU AND I'LL BE SAFE AND SOUND

Track from my Soundtrack

COME MORNING LIGHT
JUST CLOSE YOUR EYES
THE SUN IS GOING DOWN
YOU'LL BE ALRIGHT
NO ONE CAN HURT YOU NOW
YOU AND I'LL BE SAFE AND SOUND

DON'T YOU DARE LOOK OUT YOUR WINDOW, DARLING.
EVERYTHING'S ON FIRE
THE WAR, OUTSIDE OUR DOOR, KEEPS RAGING ON
HOLD ON TO THIS LULLABY
EVEN WHEN THE MUSIC'S GONE

OOOH, OOOH, OOOH, OOOH
OOOH, OOOH, OOOH, OOOH
LA LA (LA LA)
LA LA (LA LA)
OOOH, OOOH, OOOH, OOOH
OOOH, OOOH, OOOH, OOOH
LA LA (LA LA)

I picked this song because it relates to my child hood. It makes me think about all the bad and good that I faced all the obstacles that I have overcome. I can close my eyes and see what the song is showing me, and I can compare it to my own life. It makes me remember and forget at the same time. Its an amazing song in my eyes.



Explanation of my album artwork:

My album artwork is very cluttered. This shows how UNORGANIZED I am. However you can see the distinct pictures of **JUSTIN BEIBER** because I love him. You also see the black and white stripes. Their my favorite!

You as a Child So What by: Pink!

I got a brand new attitude and
I'm gonna wear it tonight,
I wanna get in trouble,
I wanna start a fight,
na na na na na na na I wanna start a fight,
na na na na na na na I wanna start a fight.

[Chorus:]

So, so what
I'm still a rock star,
I got my rock moves,
And I don't need you,
And guess what,
I'm having more fun,
And now that we're done,
I'm gonna show you tonight,
I'm alright,
I'm just fine,
And you're a tool.

So, so what,
I am a rock star,
I got my rock moves,
And I don't want you tonight.

Liner Notes for this track:

As a child I had no cares or worries. All I thought about was playing and having fun. When someone would call me weird I would say "So what I don't care." because I really didn't care about what people thought about me. Which is not always a good thing. The song So What has a chorus that says "So what I'm still a rockstar. I got my rock moves, and I don't need you." I love this line because it completely represented the twelve year old Maiyah all the way back to the 2 year old Maiyah. When I hear this song I remember how I used to run around and play alone because I felt like I didn't need any friends. "So What" makes me feel like all I needed to ever do was party, play, then party again, and play. No serious in me whatsoever. It's a good thing that I changed that. However I do not regret how I was before because I wouldn't be the person I am today, and I love myself! That's why this song is important to me. It's also important to me because it is a big chunk of my childhood. I think it's funny that as a child I decided not to rely and depend on anyone but myself because I was all I needed, but as I grow older I can understand that sometimes you will need someone to help you through because you can't cry on your own shoulder. With that being said "So What" is a part I have let go.



By Whitney Houston

Example Track from my Soundtrack:

Till you get it right, tell em you will never quit
 Tell em you will never quit until they day you get it right,
 Till you get it right, hold your hand to the sky
 Look em right in the eye, tell em you will never quit
 Until the day you get it right
 Till you get it right
 Tell em you will never quit, until the day you get it right
 Till you get it right, hold your hand to the sky
 Look em right in the eye, tell em you will never quit
 Until the day you get it right.

Chorus:

Never never give up, never never give up,
 No matter how many times, somebody tells you it ain't working
 Never never give up, never never give up,
 Hold your head to the sky, look them right in the eyes
 Tell you will never quit until the day you get it right
 Never never give up, never never give up,
 Even though some days you'll have to cry,
 Shake it off and know that everything will be alright
 As long as you never never give up, never never give up.

Single mother, two jobs, workin her fingers to the bone
 Puttin her daughters mouth before her own
 She's gotta do it, but she's still feeling
 Like there's something deep inside that she can't leave behind
 She won't let go of it, no matter how many times
 She hears it over with, it's all fixed in her mind
 That it's gonna get better and she won't ever
 Hang her head again, break a sweat again, never again

The sky is the limit, for whatever you want to do
 Don't let anyone tell you, it ain't possible
 No matter how low you feel, keep going higher, higher
 See I've been holding on, to my dreams too long
 To watch it get away from me,
 This hand is mine to win, and I promise you that
 I'll never never give up

Explanation of my album artwork:

It's about pain, sadness, ~~It~~ It shows growth and after the rain comes beautiful flowers, Its love and just being yourself. It has young to remember to live life and be young for as long as you can. Its to to have fun, ~~Its~~ The smile is to remember to always be happy and to stay smiling.

CHECKLIST FOR SOUNDTRACK OF MY LIFE

_____ 1. The student has included seven unique songs, one for each item on the list

_____ 2. The student has written at least one paragraph for each song

___ a. Each paragraph explains the connection between song and student's life clearly

___ b. The student identifies specific lines of the song and explains significance

_____ 3. The student has generated and shared a play list of the selected songs

_____ 4. The student has designed and created an artistic album cover

___ a. The cover art is more than just a simple photograph or sketch

___ b. The cover art is abstract or symbolic

___ c. The cover art is explained in writing and submitted with the artwork

_____ 5. The student has shared an appropriate snippet of the song (< 1 minute)

___ a. The student has the lyrics displayed publicly for all to see

___ b. The student identifies specifics in the song that are meaningful

___ c. The student explains the connections between the song and his/her life

Ali In The Jungle lyrics
by The Hours

It's not how you start, it's how you finish,
And it's not where you're from, it's where you're at.
Everybody gets knocked down, (2x)
How quick are you gonna' get up? (2x)
Everybody gets knocked down, (2x)
How quick are you gonna' get up?
Just how are you gonna' get up?

Like Ali in the jungle,
Like Nelson in jail,
Like Simpson on the mountain,
With odds like that, they were bound to fail
Like Keller in the darkness,
Like Adams in the dark,
Like Ludwig Van, how I loved that man,
well the guy went deaf and didn't give a damn, no...
No, no, no

It's not where you are, It's where you're going,
Where are you going?
And it's not about the things you've done,
it's what you're doing now. What are you doing now?
Ooh, ooh, ooh
No, no, no (repeat)

It's the greatest comeback since Lazarus,
The greatest comeback since Lazarus,
The greatest comeback... (5x)

(Radio Commentator) This, is the most joyous scene, ever seen in the history of boxing, this is an incredible scene, the place is going wild, Muhammed Ali has won, Muhammed Ali has won, by a knockdown! By a knockdown! The thing they said was impossible, he's done!

Liner Notes:

I first heard this song used for a Nike commercial, and the tone is very inspiring. I chose this song because it's my jam! By that, I mean that it really describes my philosophy in life. I've had many failures, school being one of them. The way I've recovered from failures is to not allow them to define me. There have been plenty of times when even my own family counted me out and gave up on me making something of my life. I never bought into that: I picked myself up, learned from my mistake, and worked harder. I pride myself on that. I love that this song makes so many allusions to people who we historically view as great, when, at the time they accomplished their greatest achievements, no one gave them a chance in hell for success. I'd like to think that those who know me best will look back on my accomplishments and shake their head, wondering how it happened that the guy who nearly failed high school is an award-winning Teacher and published author. The message is clear: you should define yourself in the here and now, living in the moment. Only losers use their past as an excuse to drag them down.

Tips on keeping it real

“Sound Track of MY Life”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Share an example of one song that defines you (you, the teacher). Students may laugh at your “old person’s” musical choice, nevertheless share with them why it is relevant OR describe what song could be a central song in the soundtrack of your life.

(E.g. “John Coltrane’s version of My Favorite Things always makes me reflect on how much I love to read.”)

Share an example of how you have used music or a particular song to motivate or relax you.

(E.g., When I am feeling very stressed I use music to change my mood. I like to play jazz music on the drive home from work to help relax after a difficult day.)

Relate what some of your older family members favorite songs were as a child. Ask them if they know what some of their older family member’s songs are and why.

HOW DO YOU DEFINE “FRIEND?” ALL

OBJECTIVES

- Students will be able to understand their own values in relation to their friend’s or peer’s values.

LEARNING STANDARDS

Writing:

Production and Distribution 5
Research to Build and Present Knowledge 7

Speaking and Listening:

Comprehension and Collaboration 3c-d

MATERIALS

- “Values” handout from “The Five Things” lesson (Module One)
- “Friend/Peer Interview: Values” handout (copies needed)

PROCEDURE

1. Completed “The Five Things” lesson prior to completing this lesson. This lesson may also be used as a possible conclusion to Module One.
2. Pass out the “FriendPeer Interview: Values” handout to students.
3. Students should refer to the “Values” handout from “The Five Things” lesson (they do not need to be limited to the handout).
4. Instruct students to interview a friend or peer in class. Students should select a classmate to interview about their values using the “Friends Interview: Values” handout as a guideline for the interview.
5. Inform students that the assignment will be due at the end of class.
6. Students will compare and contrast values with their friend/peer, while completing the handout. They will also discuss the values that are not in common and how they might contribute to an important relationship.



7. After interviewing the friend/peer, the student should identify any common values they share.
8. Students will discuss their findings in small groups of four when they turn in their assignment.
9. Exit slip: How do the values you selected affect how you communicate with others? How might this change in the future?



Name: _____

FRIEND/PEER INTERVIEW: VALUES

Friend/Peer Name

Friend/Peer Name	Values We Share	Values We Don't Share	How Our Value Differences Contribute to Our Relationships

List at least three of your own values:

OBJECTIVES

- Students will recognize the impact of peer pressure
- Students will identify strategies to resist negative peer pressure

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d
Presentation of Knowledge and Ideas 4, 6

MATERIALS

- 2 pieces of candy per student

PROCEDURE

Part 1

1. Divide the class into groups of 7-8 students.
2. Place about 14-16 pieces of candy in the center of the group (enough for 2 pieces per student).
3. Give one student in the group a piece of paper that says, “Do not take or eat a piece of candy.” Give the rest of the group a piece of paper that says “Eat a piece of candy and try to get others to have a piece, too.” Instruct students that they should not show their paper to anyone else.

Optional activity: During this exercise, please “Pure Imagination,” a clip from *Willy Wonka and the Chocolate Factory* (1971).

4. Allow the groups about five minutes to interact. Teachers should rotate around the room to observe.
5. After the small-group discussion is complete, have each student read his/her paper aloud in small groups.
6. Explain to students that those who were instructed to not eat the candy were experiencing peer pressure.

7. Ask students who were instructed not to eat the candy:
 - How did it feel to be the only ones not eating candy?
 - How did you react when everyone tried to get you to eat the candy?
 - How hard was it to not give in to your peers?
 - Did you break down and eat the candy?
8. Ask students who were instructed to eat the candy:
 - How did you feel trying to get the student to eat the candy?
 - What did you do to try to convince them?
 - Did anything work?

Part 2

1. In small groups, have students discuss the following:
 - Peer pressure that they have experienced.
 - How they reacted to the peer pressure.
 - Have they ever tried to pressure someone into doing something that he/she didn't want to do?
 - What kinds of strategies do people use to try to pressure others into doing something that they don't want to do.
 - Have they ever experienced peer pressure that was actually positive and helpful?
2. In small groups, students should generate a list of strategies that they can do to resist negative peer pressure (i.e., use humor, walk away, find an excuse, say no, etc.)

OR

Have students generate a short skit in which they replay the candy scenario, and come up with good strategies and/or phrases that allow them to “get away” from or resist the negative peer pressure.

3. Have groups share their strategies for resisting negative peer pressure, while students take notes
4. Discuss the strategies as a class.
5. Reflection: What is one strategy you will try the next time you encounter peer pressure? Why do you think this will help?



Tips on keeping it real

“Peer pressure”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Share a time in which you experienced and resisted negative peer pressure. If possible, share a time from when you were high school age and a time from your adult years.

Share a time in which you gave into negative peer pressure. Discuss the consequences and how you felt.

Share a time in which you experienced positive peer pressure.

Discuss with students how you resisted peer pressure in the past as well as how you resist it now.

TEACHER NOTES

This lesson would work very well if completed both at the 9th grade level and the 12th grade level. It would be ideal to have students, teachers, or guidance counselors save roadmaps created in the 9th grade for comparison at the 12th grade level.

OBJECTIVES

- Students will examine their short and long-term goals and the assets they might have in their lives that would help them achieve these goals
- Students will write a short narrative explaining how they intend to connect their personal assets to goal achievement

LEARNING STANDARDS

Writing:

Range of Writing, 10

Language:

Vocabulary Acquisition and Use, 6

MATERIALS

- “Personal Roadmap” handout (copies needed)
- Pens, pencils

PROCEDURE

Part 1

1. Teachers initiate a brief discussion about goals and assets: What is a short-term goal? What is a long-term goal? Are some goals more or less important than others? Teachers should follow this discussion with defining the word “asset” in very broad terms. Students should be encouraged to define the word “asset” as anything that can help them achieve their goals. This could be personal characteristics, family members, teachers, coaches, ministers, as well as educational resources such as schools, tutoring opportunities, libraries, or even money in a savings account, a car, etc.
2. Distribute the “Personal Roadmap” handout. Ask students to complete the goal portion of the template first, listing 10 short and/or long

term goals. After students have completed this section, allow time for students to share some of their personal goals with the class.


3. Next, ask students to complete the asset portion of the roadmap, listing up to 10 personal assets they have access to that might help them achieve their goals. Again, allow time for students to share after completing this portion of the assignment.
4. Finally, ask students to use the space in the middle of the “Personal Roadmap” to write a paragraph about how they intend to use the assets they have listed to attain their goals. Allow time for students to read their narratives to the class if they so desire.

Optional Procedure: Have students keep their “Personal Roadmap” in a MMFW binder and add artifacts to this binder as they progress through the curriculum. This activity could be repeated toward the end of the school year or in their senior year to provide contrast and demonstrate growth in terms of self-awareness and college-readiness.

5. Discuss with the class or have students write about these questions. What is the importance of setting goals and identifying assets? Which of the assets on your list will be the most beneficial to you as you progress in your academic career?



PERSONAL ROADMAP

GOALS		ASSETS
1.	<p>PERSONAL NARRATIVE Please use the space below to write a brief narrative explaining how you plan to use your assets to achieve your goals.</p>	1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.		10.

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

OBJECTIVES

- Students will read and analyze the poem titled, “Where I’m From” by George Ella Lyon and discuss the ways in which the speaker’s background has helped shape who she is today
- Students will explore the ways in which their family history, culture, ethnicity, and environment has helped shape who they are today and craft a poem in which they share the interesting details and characteristics of their own families

LEARNING STANDARDS

Reading for Literature:

Craft and Structure: 4

Writing Strand:

Text Types and Purposes: 3d

Speaking and Listening Strand:

Presentation of Knowledge and Ideas: 5

MATERIALS

- George Ella Lyon’s poem, “Where I’m From”
- “Where I’m From” brainstorming assignment (copies needed)
- Optional: “Where I’m From Poem” Template available at <http://www.swva.net/fred1st/wif.htm>
- Sample “Where I’m From Poem”

PROCEDURE

Part 1

1. Direct students’ attention to the George Ella Lyon poem, “Where I’m From.” Read the poem aloud to the students while students follow along. After reading, ask students for their reactions to the poem. Possible questions to initiate and deepen conversation include: What does this poem tell us about the speaker? How does this poem tell the story of the speaker’s life? Why are the specific and concrete details of this poem important?

2. The classroom conversation proceeds by asking students about how our family backgrounds—the stories, the unique details, the good and bad times have all shaped who we are today and who we will become. It is important to note that not all of the experiences the speaker of the poem shares are positive—the difficult times (the accidents, the tragedies, the disappointments) are also a part of who we are and where we are from.
3. Distribute the “*Where I’m From* Brainstorming Assignment.” Explain how each of us has a unique and interesting history to share and that these worksheets will help identify the specific details of their own experiences.
4. Students complete “Where I’m From Brainstorming Assignment.” Teachers may need to assist and encourage reluctant students. They may not initially feel as though they have any “unique” family characteristics, so the teacher might ask questions such as, “Does anyone in your family have an interesting nickname?” or “Is there anyone in your family famous for something they always say?” Teachers should encourage students to be as specific as possible, using brand names, proper names and concrete details whenever possible.
5. When students are finished with their charts, teachers can ask if anyone would like to share details from their worksheets.

Part 2

1. Instruct students to write their own “Where I’m From” poems. They can use the George Ella Lyon poem as a model, but they should be encouraged to make their poems their own. They should have their “*Where I’m From* Brainstorming Assignment” on hand. If students are struggling, the teacher may want to have the student(s) utilize the template available at <http://www.swva.net/fred1st/wif.htm>
2. Once students have completed a rough draft the teacher may want to ask if anyone would like to share their draft with the class.

OPTIONAL PROCEDURE: This activity could be extended into a larger project by asking students to create a collage that includes a typed final draft of their poem along with pictures, clip art or illustrations that correspond with the specific details used in their poems. These collages could then be displayed in the classroom or presented in class. This collage could also be created in a digital format and a class collection of poems could even be created perhaps utilizing PowerPoint or similar software.

3. Have students reflect on the following questions. How have the details of where you are from shaped who you are today and what impact will this history have on your future? Are there any patterns you would like to change? Any traditions you will definitely keep?



Name: _____

“WHERE I’M FROM” BRAINSTORMING ASSIGNMENT

Instructions: Complete the chart below with details from your own family experience. Try to be as concrete and specific as possible. Including brand names, proper nouns and concrete details will make your list stronger and really unique to you!

Food, Snacks, and Favorite Recipes	Notorious Nicknames	The Storytellers (and their stories)	My Environment (street names, places you’ve lived, the hospital where you were born)	Things People Say...	Clothes, Shoes and Household Items

SAMPLE "WHERE I'M FROM POEM"

Mrs. Perez

English-Honors-1

4 November 2012

Where I'm from



I'm from the crispy chicken made from the stove in my kitchen,



I'm the cheesy girl made from the macaroni.

I mash up my thoughts like mashed potatoes,

I'm from the steamy hot steak like when I'm mad on a bad day.



I'm from the chicken parmesan with the red sauce and loopy noodles.

I'm from the mom, who makes memories every day,



I'm from the sister who takes my happiness away.

I'm from the cousin who loves me the most,

I'm from the friends who share the moments of hope.



I'm from the grandpa, who taught me art and ideas,



I'm the 6 from my volleyball team.

I'm the tied up bow for the tied up life I have today,



I'm from the pictures like the ones that show pain.





I'm from the noises in classrooms on weekdays,

I'm from the parks I live by for happiness and joy.

I'm from Cleveland Ohio where I was born,

I'm from Marne Ave where I grew up through my years.

I'm from the funniness to hide my pain and tears.



MODULE 2

Career Exploration, Planning, and Postsecondary Pathways

Making my
FUTURE
WORK
A COLLEGE AND
CAREER READINESS
PROGRAM



Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

WORK PERSONALITY: FINDING YOUR MATCH

ALL



TEACHER NOTES

This activity will compliment the material found in either “Career Party” or the “Self-Directed Search” lessons

OBJECTIVES

- Students will develop an understanding of their career interests and work-related values
- Students will identify some possible future career options to explore

LEARNING STANDARDS

Writing: Research to Build and Present Knowledge 7

Speaking and Listening: Comprehension and Collaboration 1a, c-d

MATERIALS

- Computers with Internet
- “Work Personality” handout (copies needed)
- “Holland’s 6 Work Personality Types” handout (copies needed)
- Flip chart or butcher paper
- Markers

PROCEDURE

Part 1:

1. Teachers initiate a discussion about how different careers and work environments have their own unique personalities, much like people do. Remind students about their own process of exploring their personalities in Module One. Like people, there are certain career personalities that may be a good fit or match for certain individual personalities.

2. Teachers explain to students in a comprehensible manner the RIASEC theory of Dr. John Holland, indicating that he classified personalities into 6 different groups: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Explain that most people and occupations have some combination of two or three Holland groups. In the case of careers and occupations, personality is made up of what types of activities, values, and interests people like or prefer. Consider using http://en.wikipedia.org/wiki/Holland_Codes as a reference.
3. Ask students to think for a few moments about what sort of work personality they have. Distribute the “Holland’s 6 Work Personality Types” handout and the “Work Personality” handout to students and then ask them to guess what they think their best two matches are for themselves, and to record them on the “Work Personality” handout.
4. Inform students that they will be using a tool online to help them see if their guesses match what the assessment tells them.

POINTS TO REMEMBER

Teachers remind students that each of us is unique, and our work personalities are often a combination of many different characteristics that are not easily captured by one of the 6 Holland types. This activity is not about labeling ourselves or limiting ourselves. It’s just a tool for beginning to explore the types of occupations and careers that may be a good match for you.

Part 2:



1. Before proceeding, students must all have a valid e-mail address in order to complete the activities for this lesson.
2. Direct students to navigate to America’s Virtual OneStop at: <http://www.americasvos.com>
3. Direct students to find the area of the screen called, “Career Services,” and click on “Career Explorer.”
4. Direct students to click on “Match Your Interests and Work Values.”
5. Students should all be on a page with two options: “Your Interests” and “What’s Important.” Have a teacher or a student volunteer read aloud the description for each of these tools.
6. Explain that students will first be exploring interests, and direct students to click on “Your Interests.”
7. Students will navigate to a page that will require them to register a free account in order to access the online tools. Direct students to click on “Register” and follow the online directions in order to register

for an individual account. They will need to create an online user ID and password. (It is suggested that they write this information down so they don't forget it. You may use the handout as a place to have students keep this information). It is also suggested that students use your school's mailing address and telephone number instead of their own personal information.

8. Once registration is complete, students should navigate to a page where they can begin their Work Interest Analyzer. Direct students to read the instructions before beginning. Please remind students to take their time answering all of the questions thoughtfully. It is not a timed test. Circulate among students to assist, encourage, etc.

Part 3:

1. Once students have completed their survey, they should have a list of scores for each of the six "work personality" types. Have students record on their assignment the "personality" types receiving the two highest scores.
2. After recording their scores, have students look at whether those scores match the guesses they made earlier. Did they match? Why or why not? Facilitate a brief discussion analyzing the results.
3. Direct students to click on "Find Matching Occupations" which will generate a list of occupations that match their interest scores. Verbally walk them through the list, pointing out areas where there is more information about each occupation and its training or preparation requirements.
4. Ask students if there were any occupations on the computer-generated list that surprised them? Any that weren't on the lists the students created? Should they be added?
5. Invite students to look over the computer-generated list, reading more information about any occupations that interest them. Have them select 3-5 occupations from the list that they think might interest them, and to record them on their handout.
6. Then, ask students to think about other occupations that are not on the list that they might be interested in learning more about. Direct students to record those occupations on their handout.

POINTS TO REMEMBER



For students who feel their scores don't reflect their interests, explore with them why this might be. Then, have those students circle the two "types" on their handout they feel would be the best matches for them.

WORK PERSONALITY: FINDING YOUR MATCH

Name: _____
Date: _____

www.americasvos.com
ID: _____
Password: _____

Directions:
Read about the 6 *work personality* types on the next page.
Which two seem like the best match for you?

1. _____ 2. _____

According to the online interest survey you completed, what were your top two scores in?

1. _____ 2. _____

Occupations I'd like to know more about

<p>Record 3-5 occupations from the computer-generated list that you'd like to learn more about:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Record a few more that were not on the list that you'd like to learn more about:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

Other resources for learning more about these occupations:

<http://online.onetcenter.org/find/>
<http://myfuture.com/careers/#trait>
http://www.nationalappcenter.com/Career/career_alpha_list.asp

HOLLAND'S SIX PERSONALITY TYPES

<p>REALISTIC "Doers"</p> <ul style="list-style-type: none"> • Are you...practical, frank, a nature lover, curious, concrete, self-controlled, systematic, athletic, mechanical, thrifty, stable, reserved, ambitious, persistent? • Can you...fix electrical things, solve electrical problems, pitch a tent, play a sport, read a blueprint, plant a garden, operate tools & machinery? • Do you like to...tinker with machines/ vehicles, work outdoors, be physically active, use your hands, build things, tend/train animals, work on electronic equipment? 	<p>SOCIAL "Helpers"</p> <ul style="list-style-type: none"> • Are you...friendly, idealistic, outgoing, cooperative, responsible, patient, kind, helpful, insightful, understanding, generous, forgiving, empathetic, persuasive? • Can you...teach/train others, express yourself clearly, lead a group discussion, mediate disputes, plan and supervise an activity, cooperate well with others? • Do you like to...work in groups, help people with problems, participate in meetings, do volunteer work, work with young people, play team sports, serve others?
<p>INVESTIGATIVE "Thinkers"</p> <ul style="list-style-type: none"> • Are you...inquisitive, scientific, precise, cautious, self-confident, reserved, independent, analytical, observant, scholarly, curious, introspective, broadminded, logical? • Can you...think abstractly, solve math problems, understand scientific theories, do complex calculations, use a microscope or computer, interpret formulas? • Do you like to...explore a variety of ideas, use computers, work independently, perform lab experiments, read scientific/technical journals, analyze data, deal with abstractions, do research, be challenged? 	<p>ENTERPRISING "Persuaders"</p> <ul style="list-style-type: none"> • Are you...self-confident, sociable, enthusiastic, adventurous, impulsive, inquisitive, talkative, spontaneous, assertive, persuasive, energetic, popular, ambitious, agreeable, extroverted, optimistic? • Can you...initiate projects, convince people to do things your way, sell things or promote ideas, give talks or speeches, lead a group, persuade others? • Do you like to...make decisions affecting others, be elected to office, win a leadership or sales award, start your own service or business, campaign politically, meet important people, have power or status?
<p>ARTISTIC "Creators"</p> <ul style="list-style-type: none"> • Are you...creative, imaginative, unconventional, independent, original, sensitive, complicated, nonconforming, intuitive, innovative, emotional, expressive, impulsive, open, idealistic? • Can you...sketch, draw, paint, play a musical instrument, write stories, poetry, music, sing, act, dance, design fashions or interiors? • Do you like to...attend concerts, theaters, art exhibits, read fiction, plays, poetry, work on crafts, take photographs, express yourself creatively, deal with ambiguous ideas? 	<p>CONVENTIONAL "Organizers"</p> <ul style="list-style-type: none"> • Are you...well-organized, methodical, conscientious, conforming, practical, systematic, ambitious, persistent, accurate, polite, efficient, orderly, thrifty, structured, obedient? • Can you...work well within a system, do a lot of paper work in a short time, keep accurate records, use a computer, write effective business letters? • Do you like to...work with numbers, type, be responsible for details, collect or organize things, follow clearly defined procedures, use data processing equipment?

TEACHER NOTES

This activity will compliment the material found in either “Career Party” or the “Work Personality: Finding Your Match” lessons

OBJECTIVES

- Students will develop an understanding of their vocational personality based on the SDS
- Students will identify some possible future career options

LEARNING STANDARDS

Writing: Research to Build and Present Knowledge

Speaking and Listening: Comprehension and Collaboration 1a, c-d

MATERIALS

- Self-Directed Search Assessment Booklets
- Self-Directed Search Occupation Finder Booklet

The Self-Directed Search must be ordered beforehand from Psychological Assessment Resources, Inc. (PAR) at <http://www4.parinc.com/>. Alternatively, the SDS can be completed online at <http://www.self-directed-search.com/>

PROCEDURE

1. Teachers introduce the lesson by explaining that the SDS is a useful tool for helping people think about what careers they may or may not want to consider based on interests and activities that they enjoy or prefer. Similar to the “Work Personality: Finding Your Match” lesson plan, explain Dr. John Holland’s RIASEC theory briefly to students in a comprehensible manner.
2. Distribute the SDS Assessment booklet and the SDS Occupation Finder booklet.
3. Open the SDS Assessment booklet. Have students turn to p. 3, entitled “Occupational Daydreams.” Ask students to remember what they have learned about in Module One. Based on what they have learned

about themselves, instruct students to select occupations they might view themselves working in someday. Note that they can use the Occupations Finder booklet. After they select occupations, they should find the three letter codes in the Occupations Finder booklet and write them down into the squares to the right of their selections.



4. Turn to p. 4 and have students work pp. 4 to 7, then p. 8, and p. 9. Each section will have a dedicated set of instructions at the top. Completing these should not be difficult, but review the instructions before and circulate just in case. Students must then add up answers to find their Summary Code.
5. Once students have their codes, have them look up 8 occupations with their respective education levels. Teachers should assist students, and inquire why they selected specific jobs.

The SDS does not necessarily mean that students must end up in the occupations it suggests. Rather, it is intended to help people think about future possibilities. It is critical to explore with students why or why not the Holland code they got did or did not match with the jobs they selected at the beginning of the lesson.

Work Personality or Self-Directed Search

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Find your results and share them with the students, or, alternatively, find your results then see if the students can guess what they are based on their knowledge of your profession and of you.

(E.g. "I am an SEI. The Social and enterprising aspects relate to my choice to be a Teacher.")

TEACHER NOTE

This activity will compliment the material found in either “Work Personality: Finding Your Match” or the “Self-Directed Search” lessons

OBJECTIVES

- Students will continue to generate ideas about occupations they might enjoy and want to find information about within an interpersonal learning environment

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d

Presentation of Knowledge and Ideas 4, 6

Writing: Research to Build and Present Knowledge 7

MATERIALS

- Large poster board/sheets
- “Hexagon Personality Type” handout
- Assignments, Handouts, or Interest Inventories & Interpretive Folders from past lessons

PROCEDURE

Part 1

1. Just like people, different careers and work environments have their own “personality.” For example, people who work in mechanical jobs (such as auto shops, electrical wiring, plumbing, carpentry) tend to like technical skills, prefer repairing and understanding tangible objects, and are inclined to work with machines and tools.
2. Teachers ask students to imagine that they are about to arrive at a party in someone’s home. In the living room, people are sitting down having a conversation about finances, the stock market, and credit cards. In the dining room, a group of guests are talking about sports, ghost stories, and the school dramas. As you walk into the garage, there is yet another group of people all having similar conversations that have to do with car repair, home maintenance, wood craftsmanship, and the

like. Teachers may go on in describing other rooms which provide this metaphor of different places of the party attracting different kinds of people who all share things in common. The metaphor will end with teachers pointing out that today's lesson is much like going to a party and getting a feel for what the atmospheres in different rooms are like. It is designed to help them think about how they might fit in each kind of conversation.

POINTS TO REMEMBER

Teachers should emphasize that it is often helpful to think about our career personalities by actively discussing them with others who may share or may not share similar results on the "Work Personality: Finding Your Match" handout or the "Self-Directed Search Inventory."

3. Teachers pass out the "Hexagon Personality Type" handout and instruct students to look at the handout carefully. Teachers explain that people's personalities generally match one or two areas of the hexagon, such as Artistic and Social. Each area symbolizes a unique set of interests, likes, and activities that workers have in common with each other. These common interests, in turn, reflect common patterns of jobs.
4. After reading the descriptions of each corner of the hexagon, students are instructed to choose one side of the hexagon which they feel best matches their own personality (based on what they learned in Module One and the integration of the results of their previous lesson in Module Two), and put a number "1" next to it. Students should be encouraged to ask teachers questions about the hexagon.

Note: The "Hexagon Personality Type" handout is based on John Holland's (1997) model of matching personality types with work environments. See Holland's *Making Vocational Choices: A Theory of Vocational Personalities and Work Environments*. The visual imagination of going to a party is based on an exercise in *What Color is Your Parachute: A Practical Manual for Job-Hunters and Career*, by Richard Nelson Booles (2003). Also, http://en.wikipedia.com/wiki/Holland_Codes is a nice resource to learn more.

5. Students are then instructed to choose a second side of the hexagon which they feel might also match their personality (based on the same criteria), but not as closely as their first choice. They should put a number “2” next to it. This will be written in the directions, but students may need guidance and prompting.

Part 2

1. Teachers create six different large poster sheets that represent each side of the hexagon, and place them in different corners or areas of the classroom (i.e., different rooms at the party).
2. Teachers instruct students to go to the area of the classroom that represents their first choice. If the number of students at a particular area are crowded (e.g., more than 10), teachers may want to create two divisions of the same area, such as Artistic Group A and Artistic Group B.
3. After students have located their number 1 choice, teachers instruct each group to designate one member as the “recorder.” The recorder will write down on the poster sheet a list of occupations which group members have identified as matching their respective area of the hexagon. Students should be encouraged to refer to their previous work as well as be creative and use some of their own ideas.
4. Group teachers should be highly cognizant of group process and intervene when necessary. For example, some students may disagree with or not understand some occupations that others choose. It is important for teachers to explore how students conceptualize an occupation’s relevance, as well as allow group members to discuss any different points of view.
5. If groups have difficulty generating jobs, teachers may want to assist the process by giving a few suggestions. For example, teachers can give the Manual group some specific occupations such as Carpenter or Military Officer as possible jobs that might fit their pattern of interests and activities.

POINTS TO REMEMBER



Career Personality groups may be over or under-represented by certain groups of students. In these instances, teachers need to be mindful of the possible discomfort/confusion that such a composition might elicit. This may present a situation in which teachers need to process with the group members what kinds of thoughts and feelings arise, and where they stem from.

Part 3

1. When students have completed their list of occupations, teachers instruct each group to stop and look around the classroom at each area of the hexagon, or party room. Does each list seem to be unique and different from the other lists? Why or why not? Teachers can ask the recorder to read aloud the list of occupations.
2. Teachers then instruct students to look at their second choice and go to the appropriate area in the classroom representing that side of the hexagon.
3. Once groups have formed, students are asked to consider the people in the group.
 - Are they the same people in their last group?
 - What are the characteristics about this number “2” area of the hexagon which brings them together?
 - Teachers instruct group members to consider the list of occupations that the last group recorded. Do any jobs on the list look like occupations they might enjoy or be interested in?
 - Would they add any jobs to the list?
4. Students are encouraged to think about and discuss the value of flexibility with career interests. For example, teachers can ask students what they would do if they could not pursue an occupation from their number “1” list. Would any of the jobs on their number “2” list be an alternative? How comfortable would they be with these options? Why is it a good idea to keep career options open in life?

POINTS TO REMEMBER

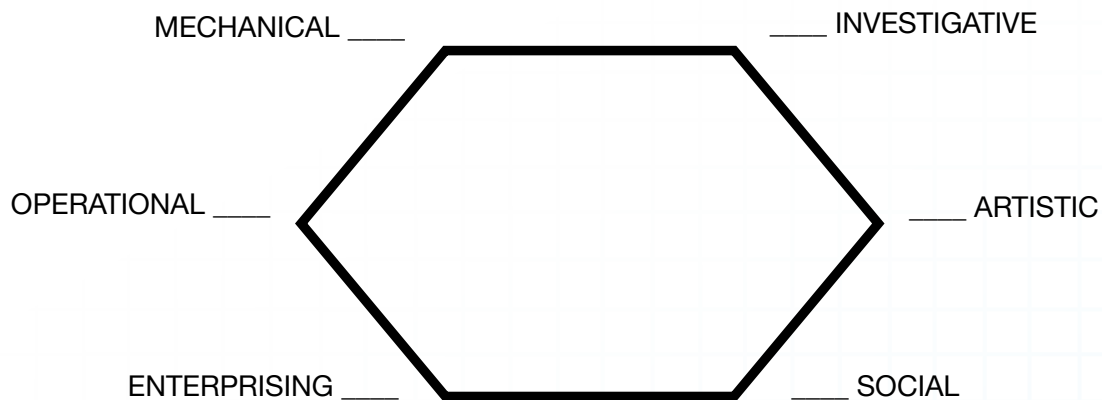
Teachers should not shatter students’ dreams about becoming a pro NBA player or a famous actress; rather, have them think about other interests and activities they might find satisfying, or jobs which might elicit talents and strengths they have not necessarily considered.

HEXAGON PERSONALITY TYPES

Instructions: The hexagon you see below has six different corners. Each corner represents a unique personality (interests, likes, dislikes, activities, values) that people tend to have in common with each other in certain kinds of careers. Look over each corner of the hexagon carefully, and refer to the key below for a description of each Personality Type.

*Put a number "1" next to the corner which you feel best represents your personality.
Put a number "2" next to the corner which you feel may also represent your personality, but not as strongly.*

There is no right or wrong answer. Please raise your hand if you have any questions.



KEY

MECHANICAL People who like mechanics, enjoy building things, repairing objects, working outdoors, using tools, and engaging in physical activities

INVESTIGATIVE People who like to observe and understand things, enjoy researching, analyzing information, exploring things, evaluating, and thinking a lot

ARTISTIC People who like to create or invent things, enjoy using their imagination, prefer activities like drama, music, painting, singing, or writing

SOCIAL People who like to be in the presence of others, enjoy helping others, instructing or teaching others, prefer caregiving activities, religious activities

ENTERPRISING People who like to manage, enjoy persuading or influencing others, being a leader, selling things, buying things

OPERATIONAL People who like to organize information, who enjoy processing data, working with numbers, paying attention to details, managing data, counting money

OLD JOBS DIE, NEW JOBS ARE BORN

ALL



OBJECTIVES

- Students will develop a sense of how fluid the economy can be and how flexible they need to be to match up with it
- Students will gain awareness of how work in the 21st century global economy is technologically focused
- Students will develop an awareness of how important education is to future career success

LEARNING STANDARDS

Writing: Research to Build and Present Knowledge 7-8

Speaking and Listening: Comprehension and Collaboration 1a-d, 2

Reading Informational Text: Key Ideas and Details 1-2

MATERIALS

- Computers with Internet
- Projector, screen, and video/audio connections
- “Hot Jobs and Not So Hot Jobs” handout (copies needed)
- “Education Matters!” handout (copies needed)

PROCEDURE

Part 1

1. Teachers introduce the lesson by conducting a brief discussion with students about how the workforce in America, and countries all over the world, has been transformed since the early 1970s. We are continuously losing manufacturing jobs that once existed, and in the meantime are creating new jobs in technology, computer programming, health, education, and service sector jobs (e.g., Walmart). Teachers may want to ask students why they think these changes have occurred over the past 30 to 40 years. If they struggle with answers, talk briefly about the impact of computers, the Information Age and the internet, globalization of the economy, etc.
2. It is important to note that by 1950, education was essential to have a good job and salary compared to past decades. However, it was still

possible to earn a good living in many industries, service professions, and businesses because the workplace did not commonly demand the advanced problem solving, literacy, computer technology, and communication skills that higher levels of vocational training and education must prepare today's workers for.

POINTS TO REMEMBER

During class (or small group) discussion, teachers need to send a clear message to students that the level of post-high school education and training needed for all of these jobs listed is increasing dramatically. The key factor in today's workforce is that high-wage jobs for low-skilled workers does not exist. Unskilled jobs can no longer provide individuals with an income that will support themselves, or for that matter, a family and loved ones.

Part 2

1. Show the video illustrating a Cadillac assembly line from 1976:

<http://www.youtube.com/watch?v=V890kKQ6IQA>

Then show the video demonstrating a modern Mercedes-Benz assembly line:

<http://www.youtube.com/watch?v=PRWHICGhCU4>

If you have an LCD projector you can do this as a whole group—this would probably be the better route for facilitating discussion. If it is necessary to have students look at these videos on their own, it is still recommended that they go through the discussion in the next section.

2. Ask students about the difference between the two videos (Students should notice there are no people in the Mercedes assembly line). Then ask what happened to all of the jobs that have been taken over by robots? Where do those people work now? Was it easy for them to find new jobs? Why or why not? Do they know anyone personally in their lives or family who lost a job in this way?
3. Pass out the “Hot Jobs & Not So Hot Jobs” handout. Students should be able to complete this handout simply by conducting a Google search. Search terms that can be useful are “10 hottest jobs” or “20 hottest jobs” or “10 disappearing jobs” or “20 disappearing jobs.” Answers may not match between students. This is okay; the goal is to show that jobs change significantly across time.
4. When students have completed their sheets, begin a discussion about the difference between the two sides of the list. There is more than one correct answer, but students may notice that newer jobs require more education, many manual labor jobs are being lost (though not all), new opportunities are being created (like home health workers to serve Baby Boomers), or any number of other answers.



5. Next, hand out the “Education Matters!” handout. This graph is particularly nice in that it shows weekly income rather than yearly salary (weekly income is going to be more tangible to high school students who have never had to do any real budgeting before). Make the point that students will often receive increases in pay if they target their own training toward jobs that are in demand.

POINTS TO REMEMBER

After completing the “Hot Jobs & Not So Hot Jobs” handout, teachers ask students to identify any common trends. The students will begin to recognize that education is the ticket to economic security and success in the world of work. The more education and training one has, the more options are available, hence the equally important idea of having job skill flexibility in life.

6. Teachers guide the focus of the discussion towards the reality of the Information Age and global economy in which we live. Teachers may want to ask the group what they think “Information Age” means.
7. Students should be able to discuss and grasp the basic idea that the unlimited highway of digital information is requiring workers to become equipped with sophisticated thinking and technical skills that were unimaginable in 1970. To survive and compete in today’s job market, workers must know how to access and use information in solving problems quickly. Because corporations and businesses have the capability of functioning internationally, students must also understand that they will be competing with workers from different countries. Jobs previously saved for their neighbors will be open to the entire world.



Part 3

1. Based on small group discussion, teachers proceed to the final phase of the lesson. During this activity, students are asked to write down on a large poster sheet (through a designated recorder) as many things they can do to increase their chances of achieving financial security, more job options, and better opportunity for gaining the skills they will need to succeed.
2. Typically, students will simply say something like, “Go to college!” While we want them to think ahead and be optimistic, we don’t want them to think so far ahead that it is conceptualized vaguely with no direct bearing on what they do in their current lives.

3. The theme of the discussion should center on the steps students take today, tomorrow, next week, and so on, which will help them move forward.
4. If “Go to college!” is the instantaneous response, teachers can challenge students to start “moving backwards” in their thinking by asking them what they would need to do to go to college in the first place. Let’s assume that the student responds by saying, “Graduate from high school.” Teachers can continue to work their way backwards by asking the student what he or she would need to do in order to graduate from high school.
5. Eventually, your goal is to have students understand the importance and practical value of achieving academically in school. Furthermore, students begin to explore what kinds of resources in their lives (at home, school, etc.) would help them get through these steps, and what might get in their way.

POINTS TO REMEMBER

It is not expected that every student will walk away from the activity enjoying everything about school, or feeling that they are completely welcomed and respected in school. Rather, students will be able to better understand the life consequences of post-high school education and training, and will be able to connect what they do in school today with what will be available to them in the world of work.

Name: _____ Date: _____

HOT JOBS AND NOT-SO-HOT JOBS

Instructions: Your goal is to figure out what the 10 hottest or most growing jobs are and what the 10 dying or disappearing jobs are. You can find this information by searching Google, and you may mix answers from more than one website. Just make sure you do not mix up growing jobs with disappearing jobs. When you're done guess the education required for each.

10 Hottest Jobs

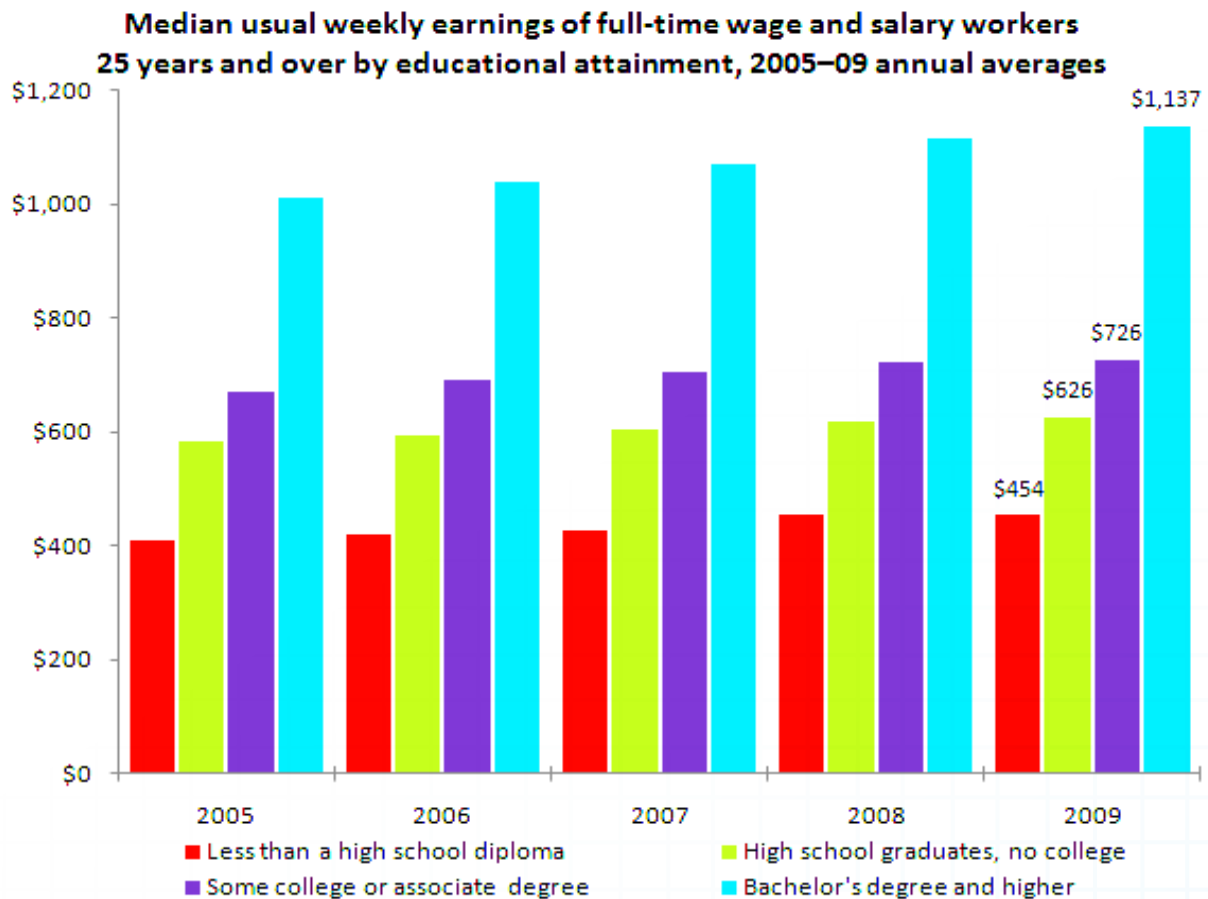
Education

10 Dying Jobs

Education

A large grid of graph paper for taking notes, consisting of 10 columns and 20 rows of small squares. The grid is divided into four quadrants by a vertical line in the middle and a horizontal line near the top, corresponding to the four columns of headers above it.

EDUCATION MATTERS!



1) Think about what you just learned about the differences in educational levels required for certain jobs. What do you notice in this graph about the amount of money each degree makes per/week?

2) Why do you think some jobs are getting paid more than others?

Tips on keeping it real

“Old jobs die, new jobs are born”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Share any observations of changes in types of jobs you have noticed since the time you were in high school.

Provide examples from your own family if education levels were linked to job levels. Discuss how and whether or not this is possible now. *(Examples of the impact of pursuing post-secondary education are great, such as four year college, a technical or trade school.)*



OBJECTIVES

- Students will develop an exploratory and realistic attitude towards future career planning
- Students will investigate information about specific occupations that reflect career interests and will learn about other occupations
- Students will understand the high-wage, high-skill nature of the world of work and the fundamental importance of education
- Students will present career information

LEARNING STANDARDS

Writing: Production and Distribution of Writing 4-6 (w/ optional essay only)

Research to Build and Present Knowledge 7-8, 10

Speaking and Listening: Presentation of Knowledge and Ideas 4, 6

MATERIALS

- “World of Work Project” handout
- Computers with Internet
- Library and/or Career Center resources

Activity 1: The Vocational Daydream

The purpose of this activity is to stimulate student exploration and planning before they begin their major project. It has been adapted from “Using inner experience: Fantasy and daydreams in career counseling” (Morgan, J.L., & Skovholt, T.M. (1977) *Journal of Counseling Psychology*, 24, 391-397).

PROCEDURE

1. Teachers explain that the students will be “looking into the future” in this activity. They will be going forward in time for a while, maybe 5 years, maybe 10 or 20 years. Students will be guided through a day in the life of what their fantasy job will be like.
2. Students are instructed to sit comfortably, relax their muscles, and pay special attention to their breathing, taking deep regular breaths. Turn off or dim the classroom lights if appropriate.
3. When students appear to be relaxed and focusing on the task, the teacher reads aloud the following script:

.....

VOCATIONAL DAYDREAM SCRIPT

Let your imagination take you into your future. As I talk, just let any images come that will. Don't answer my questions aloud. Just let the images form. (pause)

You are just awakening from a good night's sleep. You lie in bed just a minute longer before getting up and doing the things you usually do before going to breakfast. (pause)

On your way to breakfast now, look around you to see where you are – what is this place like? Perhaps you can begin to sense things now. See if there is anyone with you. Eat your breakfast now and notice how you experience it. (pause)

It is nearly time to go to work....perhaps you stay at home, perhaps you leave. If you leave, notice how you get there. Do you walk?...drive?...take a train or bus? How do things look along the way? Do you see anyone you know? (pause)

You are approaching where you work if you are not already there. What do you notice? What do you feel as you enter and start about doing your work? Who else is there? What are they doing? Complete your morning's work right up to your lunchtime. (pause)

It is lunchtime now. Do you stay in or go out? What do you have to eat? Taste it. Smell it. Are you alone or with someone? Is this lunch like your usual one? (pause)

Return to work now and finish the workday. See if anything is different or if it stays the same. Notice what the last thing is that you do before you get ready to quit work for the day. (pause)

Leave your work place and go to where you live. See what you notice along the way. As you arrive where you live, notice how you

feel and how your living place looks. Do what you do before your evening meal. (pause)

Eat your meal, paying attention to how it tastes, how many helpings you have, who, if anyone, is with you. (pause)

After your meal, do what you do during the evening before going to bed. (pause)

Go to bed now. Just before dropping off to sleep, review your day. Was it a good day? What pleased you in particular? Go to sleep now. I'll help you to awaken in a moment. (pause)

You're awakening now...but not in your bed...in (this place). Open your eyes when you're ready, and just sit quietly for a minute.
.....

Follow-up

1. Teachers instruct students to form small groups (or assign them).
2. Teachers instruct students to write down their vocational daydream, including what they saw and how they felt.
3. Teachers give all group members an opportunity to discuss their imaginary day and share what they wrote. Group members talk about their vocational daydream. **Did students choose a job they had listed previously in lessons from Module Two? Did they think of something else? How similar or different are other people's daydreams from their own?**

Activity 2: Research Project

PROCEDURE

1. Teachers distribute the "World of Work Project" handout out to the class. Students are asked to reflect upon what they have been learning about in Module Two and choose two different occupations that they are interested in learning more about.



2. Teachers inform students that they will be working on and completing their “World of Work Project” in the library, computer center, or career center during the next two classes (wherever students have access to the Internet). Students are expected to turn in their “World of Work Project” handout when they are done.
3. While students work on their projects, teachers give students individual help and guidance with their searches. There are several web sites on the Internet which students can use to collect information about their chosen occupation. It is strongly recommended, however, that students are directed towards one of the websites recommended in the “Work Personality: Finding Your Match” lesson. We particularly recommend the O*NET website.



Follow-up

1. Before Activity 3, teachers may group occupations together if they were researched by more than one student. For example, three students who did research on pediatricians could be assigned into a single group to avoid redundant presentations. This may be helpful for students who struggle with research.



Activity 3: World of Work Presentations



The “World of Work Project” is presented orally by the student to the class. However, teachers have the option of instructing students to write an essay about what they learned regarding their selected occupation. Students could write the essay instead of giving a presentation or in addition to presenting. A potential scaffolding tool is included at the end of this lesson if teachers choose the essay.

PROCEDURE

1. Teachers instruct students to take notes on each presentation. It should be noted that recording skills are important and that they are not just for high school and further education, but for the vast majority of jobs today (e.g., at business meetings, telephone conversations, etc.). People who cannot listen to, record, and memorize information in an organized manner will not function in today’s professional workforce.
2. Teachers will grade presentations with their own criteria. Students should be encouraged to ask their peers questions.

Follow-up

Teachers can use the “World of Work Project” handouts from each student to create a “World of Work Jeopardy Game” as detailed in the next lesson.

1. After presentations, teachers collect the “World of Work Project” handout from each student.
2. Teachers will group the handouts into a general career clusters based on the types of occupations researched (e.g, Business, Computer Technology, Medical, Arts and Communication, etc.) that will represent a column of questions for the “World of Work Jeopardy” game in the next lesson. For example, occupations such as Realtor, Travel Agent, and Restaurant Manager could fall under a Sales category in the Jeopardy game.
3. Teachers develop a set of cards with questions and answers worth 100, 200, 300, 400, and 500 points under each broad career area. The questions should be factual and derive from the “World of Work Project” handouts and presentations. For example, “What level of education is required to become a pediatrician?” Instead of using paper cards, teachers may opt to create their own online Jeopardy game using <http://www.superteachertools.com/jeopardy/>
4. See “World of Work Jeopardy” lesson for more details.



POINTS TO REMEMBER

Students are informed that their recording notes will help them win a contest after the presentations are finished. Students are instructed to keep their notes in their portfolio.



Name: _____ Date: _____

WORLD OF WORK PROJECT

Instructions: Think about two different occupations that you would like to learn more about. You can use your Portfolio to help you generate some possible ideas. Then select one that you would like to investigate on the Internet. Extra credit will be given for research completed on two occupations. This activity is designed to help you think about the information you found on the Internet.

Occupation #1 _____

Please answer the following questions:

1. What interests do you think people pursue in this occupation?

2. What kinds of skills do people use in this occupation?

3. What level of education is needed to work in this occupation?

4. What do you think makes a person successful in this occupation?

5. How can you measure success in this occupation?

6. How much money does someone generally earn upon entry into this occupation? What about with years of experience?

Name: _____ Date: _____

WORLD OF WORK PROJECT

Instructions: Think about two different occupations that you would like to learn more about. You can use your Portfolio to help you generate some possible ideas. Then select one that you would like to investigate on the Internet. Extra credit will be given for research completed on two occupations. This activity is designed to help you think about the information you found on the Internet.

Occupation #2 _____

Please answer the following questions:

1. What interests do you think people pursue in this occupation?
2. What kinds of skills do people use in this occupation?
3. What level of education is needed to work in this occupation?
4. What do you think makes a person successful in this occupation?
5. How can you measure success in this occupation?
6. How much money does someone generally earn upon entry into this occupation? What about with years of experience?

WORLD OF WORK RESEARCH PROJECT ESSAY

For this assignment, you are to use your research and write five paragraphs examining the career path or job field you have chosen for yourself and your future. The audience for your essay will be students who would like to choose the same career.

Use the following outline to organize your research notes before writing. You do not need to write full sentences.

- OUTLINE: ____ points
- FINAL ESSAY: ____ points

INTRODUCTION:

Introduce your career choice with a solid, thoughtful thesis statement. Remember your audience is other students who are interested in the same career. Start off with an anecdote, question, or quotation.

BODY PARAGRAPH #1:

Transition to the education and/or training necessary to follow your chosen career path and include a timeline to reach your goal and schools that offer your major.

BODY PARAGRAPH #2:

Transition your essay to entering the workforce and negotiating a salary that is comparable to other salaries for your career in the area. What will your day be like? What will your hours be? What will your responsibilities include?

BODY PARAGRAPH #3:

Transition your essay to describing the perks and benefits of your chosen career. What makes your choice of career worthwhile? What bonuses or vacations do you receive? Do you receive company privileges like a car or credit card? What do you see as the perks or benefits?

CONCLUSION:

Conclude your essay by highlighting the main points of each body paragraph. Remember to make your career seem like the best choice.

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

OBJECTIVES

- Students will reinforce their ideas about the changing nature of work and its connection with school in an entertaining and engaging learning environment
- Students will expand their knowledge about the world of work and different careers

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d, 2

MATERIALS

- Jeopardy Cards with Questions and Answers (from “World of Work Research Project”)
- Game Prizes or Rewards
- Teachers with a computer and projector may create their own online Jeopardy game using <http://www.superteachertools.com/jeopardy/>



PROCEDURE

1. Teachers should have the broad career areas and their columns of five questions (i.e., 100, 200, 300, 400, 500) easily visible in the front of the classroom. The jeopardy game board can be drawn on the chalkboard, if large enough, or be represented with five large easels that can flip back and forwards poster sheets with their respective points.
2. Teachers explain to the students that to celebrate their hard work, we are going to play a game of jeopardy based on student presentations. Teachers assign teams of no more than five students each.
3. Categories should reflect activities kids have done within the modules. Teachers create the categories and the questions.

4. Before starting the game, **teachers need to clearly delineate the rules of play**. Teams will take turns choosing and answering a question. Thus, during each turn, only one team gives an answer. If a team answers correctly, they earn a certain amount of points. If the team answers incorrectly, another team may pick that question on a later turn.
5. During each turn, **teachers instruct team members to work together in determining an answer**. Only one answer can be given. Answers can only be given by a designated “spokesperson.” Answers from anyone else on the team will not count. Teams will lose their turn if this rule is not followed, and lose the point value for that question.
6. The game ends when all jeopardy questions have been answered correctly or discarded. The winning team (i.e, the team with the most points) can choose one of three prizes. The second place team can choose the next prize, and the third place team will receive the remaining prize.

VOICES FROM THE WORLD OF WORK

ALL

OBJECTIVES

- Students will learn about the world of work and ways to succeed from older students and employed individuals
- Students will understand the connection between work and higher education

LEARNING STANDARDS

Writing: Research to Build and Present Knowledge 7, 10 (if notes are required)

Speaking and Listening: Comprehension and Collaboration 1a-d

MATERIALS

- Notebooks for notes
- Pens/pencils for note taking

PROCEDURE

1. This lesson is designed to allow students to hear the experiences and perspectives of people who have actually lived through many of the decisions that we've been discussing in Module Two. It is intended to serve as a great opportunity for students to ask adults and student role models questions about the world of work and higher education.
2. Teachers should try to recruit as many employed adults as possible. This can be arranged through professional affiliations with the school, business partnerships, career specialists, university partnerships, or by teachers themselves. The voices of college students, or older students enrolled in school-to-work programs, might also serve the same function.
3. Teachers introduce the lesson by explaining to students that they will have the opportunity to listen to and ask questions of people that have made career planning decisions. Teachers should allow time in class for students to generate questions before the day of the visit.



4. After the visit, students should reflect upon what they learned from the visitors about their career experiences. What role did education play in their success? What help did they get along the way in order to be successful in their careers? What have you learned in regards to planning for your career?



OPTIONAL PROCEDURE

Part 1

1. Explain to students that we are going to show them videos from the world of work through career video profiles. Show the videos from CareerVideos.com and select different professions under “Video Categories” found on the following link: <http://www.careervideos.com/>.
2. The videos can either be shown to all students in the classroom or individual students can watch the videos on their own or in small groups, if technology is available.
3. The categories and corresponding videos are the most informative and easiest to watch, although there are many more videos from which they can choose.

Below are the video categories that are most useful: (Need Windows Media Player-Cable)

- Career Profiles: Automotive- Full Service Mechanic, Auto Collision Repair; Aviation- Commercial Pilot, Air Traffic Controller; Civil Services- HR services; Construction- Electrician, Plumber; Film & TV- Actor, Cinematographer, Filmmaker, Makeup Artist, Talent Agent; Health Care- Pharmacist, Chiropractor, Lab Technician, Military Nurse, Registered Nurse, Licensed Practical Nurse, Occupational Therapist; Information Technology- Web Analyst; Hospitality- Chef; Public Safety- 911 Operator; Retail- Cosmetics, Sales Associate, Store Manager, Sciences- Biomedical Engineer; Technology- Engineer, Electrical Engineer; Tourism- Sous Chef; Trucking- Truck Driver; Wellness- Registered Massage Therapist, Hair Designer, Aesthetician.

- I Love My Job (short videos): Aviation- Co-Pilot; Beverage Services- Chef; Dental Services- Dentist, Dental Technician Assistant, Dental Technician, Dental Hygienist/Part-time Mom; Film & TV- Actor, Cinematographer, Makeup Artist; Health Care- Biomedical Engineer, Chiropractor, LPN, RN, Occupational Therapist, Pharmacist; Public Safety- 911 Operator, Firefighter; Retail Cosmetics, Retail Sales Associate, Retail Store Manager, Store Detective; Tourism- Sous Chef; Wellness- Registered Massage Therapist, Hair Designer, Aesthetician.
- Expert Comments: Aviation- Aerospace; Dental Services- Dentist, Dental Technician; Information Technology- Web Analyst
- Career Snapshots: Health Care- Registered Nurse, Pharmacist

Part 2

1. After watching the career profiles, ask students to discuss their reactions to the videos.
2. Ask students the following questions to stimulate discussion:
 - What was surprising about the amount of skills/education needed for the profession?
 - What does this tell you about your own future?
 - How is your view of the profession similar/different from what was provided on the video and how does this influence your decision for the future?

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

OBJECTIVES

- Students will understand the link between school habits and work habits
- Students will explore their own values and beliefs related to school and career success

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d

Writing: Range of Writing 10

MATERIALS

- “You’re Fired” handout (copies needed)
- “Job Skills and School Skills” handout (copies needed)

PROCEDURE

Part 1

1. Teachers should begin with a conversation about work habits and how the qualities that make students successful in school are similar, if not the same, as the qualities in the workplace.
2. Teachers can begin by saying, “I want you to assume that you are president of a well-known local company. This is a small company. You employ 10 workers. One of your hardest working employees, named Jason, has been coming into work late for the last three days. Jason is very nice and always apologizes for his late arrival. This pattern of coming in late has been occurring off and on for three months. You have given him two warnings and have told Jason that you will have to fire him if he comes in late again. The next day Jason arrives 15 minutes late. He tells you he had a flat tire on the way to work or else he would have been on time. You don’t want to lose Jason. What do you do?”

POINTS TO REMEMBER

Assess how students would respond to the above scenario by encouraging discussion in class or small groups. Would their opinion be different if they were Jason instead of the employer? Try to explore students’ reasons for their decisions, and whether those reasons come from their own personal experience or from stories and messages that have been passed on to them by family or friends.



Part 2

1. Pass out the “You’re Fired” handout. Allow students time to complete the handout.
2. Teachers will then provide the correct answers and discuss the results. **Emphasize to students that this activity is designed to show that habits and attitudes they develop during their school years are also habits and attitudes they will likely carry into the workplace. Stress that it is important to develop good work habits now, so that in the future they will be valuable members in the workplace.**
3. Distribute the “Job Skills and School Skills” handout.
4. Discuss with students how school habits relate to habits on the job. (Some students may challenge you by saying that they will work harder at a job than at school because they can select a job or that they will be compensated. Inform students that many employers look at a student’s attendance record and academic performance in school to determine whom to hire. At the same time, teachers should explore with students where they are coming from if such challenges arise, for they may have very legitimate reasons for their beliefs, which should be validated).



YOU'RE FIRED! HANDOUT

Instructions: Most workers are fired from jobs because they do not have the appropriate work habits and attitudes that employers want from their workers. Listed below are 12 work habits that are needed both in school and in a job. **Match the habits to the correct behaviors you might have in school.**

_____ 1. Follows directions	a. When you make several sloppy mistakes on a paper, you do it over.
_____ 2. Manages time well	b. The teacher assigns a 200-word report. You write 250 words and add an attractive cover.
_____ 3. Accepts responsibility	c. You re-check your math problems to be certain you didn't make any careless errors.
_____ 4. Cooperates	d. You tell the teacher you broke a game piece and offer to replace it.
_____ 5. Takes pride in work	e. You have missed 7 or 8 spelling words on every test for the last 3 weeks. You take home the words for this week's test and study even more.
_____ 6. Does something without being asked (takes initiative)	f. You volunteer to straighten the bookshelves on your own time because it needs to be done.
_____ 7. Does a little more work than what is expected.	g. Your teacher says it is too wet to play ball outside after lunch. You leave the ball in the room even though you could sneak it out and he would never know.
_____ 8. Is prompt	h. You are on time for school every morning.
_____ 9. Is accurate	i. You bring everything you need (homework, paper, and pencils) to class every day.
_____ 10. Perseveres (keeps trying even when it is difficult)	j. You choose to begin your language homework during study time rather than daydream.
_____ 11. Takes pride in appearance	k. You do your best to work well with a small group in science when your best friends are all in another group.
_____ 12. Is willing to learn	l. You make certain your body, hair, and clothes are clean every morning.

JOB SKILLS	SCHOOL SKILLS
ATTENDANCE Come every day.	ATTENDANCE Come every day.
PUNCTUALITY Be on time.	PUNCTUALITY Be on time.
TEAMWORK Works cooperatively with others.	TEAMWORK Works cooperatively with others.
COMMUNICATION Talk and listen effectively.	COMMUNICATION Talk and listen effectively.
COMPETENCE Be able to read, write, and compute.	COMPETENCE Be able to read, write, and compute.
PROBLEM-SOLVE Be able to choose viable solutions to resolve issues.	PROBLEM-SOLVE Be able to choose viable solutions to resolve issues.
TIME MANAGEMENT Set goals and be organized.	TIME MANAGEMENT Set goals and be organized.
LEADERSHIP Motivate others toward goals.	LEADERSHIP Motivate others toward goals.

“You’re Fired”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one’s life is not unusual.

If possible, share any personal experiences or experiences of friends/family who experienced being fired for failure to perform a task. How did they fail? How did they frame their failure?

(“I was fired from my first job as a life guard for failing to show up on time to work because I couldn’t find a ride to work; I felt terrible and at the time blamed it on a supervisor who I felt was unsympathetic. In retrospect, if I would have planned better to arrange a ride ahead of time and been on time then maybe I would not have been fired.”)





EXPLORING CAREER THROUGH PHOTOGRAPHY

9+10

OBJECTIVES

- Students will explore the purpose of a career
- Students will gain awareness as to how careers mean different things to different people

LEARNING STANDARDS

Reading Informational Text:
Key Ideas and Details 1-2

Speaking and Listening:
Comprehension and Collaboration 1a-d

MATERIALS

- Digital Cameras
- “Consider This Photograph” handout

PROCEDURE

1. Begin a discussion about how careers mean different things to different people, or how different people value different things about their work. For example, some people might seek financial wealth; others might see their career as a way of providing for themselves and their families; others might seek careers based solely on their passions and interests, without regard to money or security; still others might want a job that provides them with autonomy and independence; moreover, some people might desire a career just for fame, social status, and prestige. The list could go on and on.
2. Divide the students into groups and distribute the “Consider This Photograph” handout.

The photographs are purposefully chosen to “pull for” or elicit certain kinds of reactions/ impressions from students. At the same time, they are also fairly ambiguous and will probably not elicit the same kinds of responses for each individual. It is important to remind students that there is not a right or a wrong answer because it is all about their own ideas and impressions.

3. When students have completed the exercise, have the group share what they came up with.
4. Explain to students that they will go out on their own after class today and take pictures that answer the three questions from the handout. Students are encouraged to carry their camera with them everywhere they go and take as many pictures as they like. Students should try to answer the questions after they have taken the photographs, as opposed to trying to take a picture that answers the questions.
5. The teacher can decide how many pictures each student should submit for the assignment.
6. During the next class, have students submit their pictures and create a visual display of all the pictures from the whole class.
7. The visual exhibit can be in the classroom, in a hallway, or somewhere in the community.

POINTS TO REMEMBER

If students do not have digital cameras, cell phones, iPads, or mobile devices that have the capacity to take digital photographs, an alternative procedure can have students search for photographs on the internet or use photographs that they have already taken.

CONSIDER THIS PHOTOGRAPH

Instructions:

1. Examine each of the following photographs.
2. Answer these questions for each photograph:
 - a. What is the purpose of a career as captured in the photograph?
 - b. What will help you succeed in a career, suggested by this photograph?
 - c. What things will hinder your success in your career, suggested by this photograph?



1.

2.

3.



1.

2.

3.



1.

2.

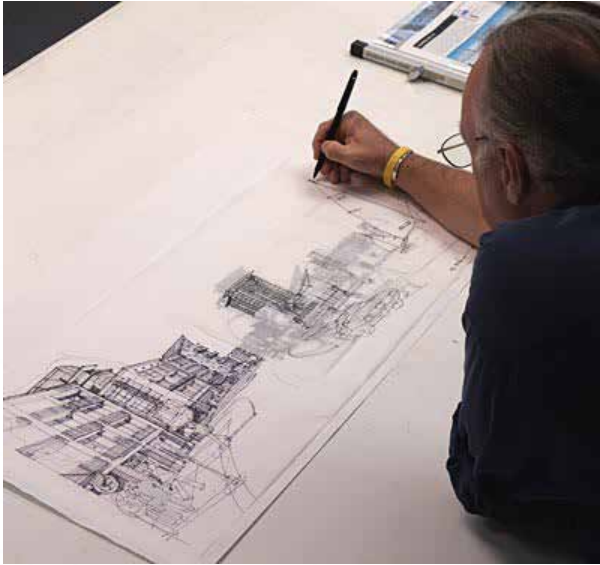
3.



1.

2.

3.



1.

2.

3.



1.

2.

3.



1.

2.

3.



1.

2.

3.



CAREER FAMILY TREE

ALL

OBJECTIVES

- Students will explore how their family members' careers may or may not influence their own career choices and decisions
- Students will learn information regarding specific careers within the family structure
- Students will develop open communication with their parents and/or extended relatives for understanding the family's construction of a career and success in a career

LEARNING STANDARDS

Writing:

Research to Build and Present Knowledge 7
Range of Writing 10

Speaking and Listening:

Comprehension and Collaboration 1a-d
Presentation of Knowledge and Ideas 4

MATERIALS

- "Career Family Tree" handout (copies needed)
- "Career Family Tree Questions" handout (copies needed)

PROCEDURE

1. Teachers introduce the lesson by talking about how part of the process of figuring out who you might want to become in the future can be informed by communicating with your family about what they have to say about their reasons for choosing or not choosing a certain career or job in their own work lives.
2. Explain to students that this will be a graded homework assignment in which students discuss with their family the current jobs they have and the reason behind seeking their careers. Distribute the "Career Family Tree" handout and the "Career Family Tree Questions" handout.

3. When students return their handout and written responses to the questions, teachers will place students in small groups to discuss how different careers and jobs that exist in their families have affected or not affected their own career decision-making process.
4. Once students have discussed the topic, they will come together as a class to see what other groups found to be common rationales.
5. **It is critical that teachers help students explore and contextualize their meaning of success in a career.** In other words, what do students perceive to be their family's expectations of what are acceptable or unacceptable careers, if any? Ask students if they will consider their family's opinion about career choice: why or why not?



CAREER FAMILY TREE: HANDOUT

Instructions: Take a look at the careers chosen by your grandparents, parents, aunts, uncles, and other relatives. It's fun to think about how family members' career choices have influenced their lives and it may help you identify things you want or don't want in a future career. Fill in each box with the career/occupation of the listed person. Add more boxes if you'd like.

Grandfather Career

Rationale?

Grandfather Career

Rationale?

Grandfather Career

Rationale?

Grandfather Career

Rationale?

Aunt/Uncle Career

Rationale?

Aunt/Uncle Career

Rationale?

Dad Career

Rationale?

Mom Career

Rationale?

Aunt/Uncle Career

Rationale?

Aunt/Uncle Career

Rationale?

Cousin

Rationale?

Brother/Sister

Rationale?

Me

Rationale?

Brother/Sister

Rationale?

Cousin

Rationale?

Note: Different relatives can represent or substitute for a designated relative in the same box. For example, a “step-mom” can be used for the box “mom” if your biological mother is not known, not relevant, or meaningful to your family.

CAREER FAMILY TREE: QUESTIONS

Question 1: Are there career areas that several of your relatives have pursued or currently hold? If so, why do you think this is a trend among your family?

Question 2: How have your relatives' career choices influenced your career decisions, if at all? That is, how have the jobs of your family made an impression on what kinds of jobs you wish to have in the future, after high school?

Question 3: What do your relatives tell you about the reasons to choose or not to choose certain careers like theirs?

“Career Family Tree”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one’s life is not unusual.

Share some of the careers that your family members had/have?
(Nurse, musician, plumber, teacher...)

Share how other family members’ jobs influenced your own thoughts about what you wanted to do (e.g. are you family members inclined toward some domain of careers based on their skills/attributes)?
(My mother was a teacher when I was growing up so I was exposed to the profession early on; she encouraged me by saying I would be a great teacher.)

Were there any impressive pieces of advice about possible jobs you might consider from family members?
(My mother encouraged me to pursue a career like hers (nurse) because she felt it offered job security and good benefits.)

Were there expectations (spoken or unspoken) from your family about what kind of jobs you should or should not consider?
(My mother encouraged and expected me to follow her footsteps in teaching and I got the sense that it would make her very proud- even from a very young age.)



OBJECTIVES

- Students will connect on a personal level with adults employed in the world of work
- Students will compare and contrast aspects of both interviewee's stories
- Students will develop a mission statement based on their reflections of the stories

LEARNING STANDARDS

Writing:

Research to Build and Present Knowledge 7
Production and Distribution 4-6
Range of Writing 10

Speaking and Listening:

Comprehension and Collaboration 1a-d

MATERIALS

- “Work: Love It or Hate It? Interview Form” (copies needed)
- “Work: Love It or Hate It? Reflection Questions” (copies needed)
- White board and markers

PROCEDURE

Part 1

1. Teachers introduce the lesson by talking about how adults with experience in the world of work could help inform students' decisions about their future in terms of what to do or not to do. By interviewing adults with different life experiences and perceptions of their jobs, and then sharing what they've learned in small groups, students can reflect on the stories of two different people and develop a mission statement about their own hopes for their future careers.

2. Ask students, “In what ways can work have a negative or positive impact on one’s personal or family life? Alternatively, in what ways can one’s personal or family life have a negative or positive impact on their work?” Encourage students to come up with real-life examples from their own family.
3. Then ask students, “Why do you think some people hate their work? Why do some people end up loving their work? How do people wind up sometimes doing work they are not happy with?” These questions should stimulate a lot of discussion. Again, encourage students to think of real-life examples.

Part 2

1. Tell students that they will be conducting two interviews, one with an adult in their family or community who claims to be happy or satisfied with his/her work, and one adult who claims to be unhappy or unsatisfied with his/her work. The interviews will ask the adults the same questions we have just been talking about together.
2. Distribute the “Interview Form” and “Reflection Questions”. Be sure to provide a due date and ask if students have questions about what is expected after explaining how to complete both handouts. Prior to the lesson, be sure to recruit volunteers who are willing to be interviewees just in case students have trouble finding someone to interview.

Part 3

1. When students come back to class, break them into groups to share their interview responses with each other, with a focus on finding some aspects of the stories that are common threads. Teachers can circulate to help guide discussions.
2. Next, ask students to share their responses to the “Reflection Questions”. Record their responses on the board in a T-chart with the headings as: Loves Work vs. Hates Work. Invite students to discuss openly the answers they have on the board.
3. Assign for homework the creation of a “Mission Statement”, based on what they learned from the interviews and today’s discussions. Provide an example of a personal mission statement that spells out their future hopes, worries, fears, dreams, and so on, about what they want and don’t want out of a career.



WORK...LOVE IT OR HATE IT?

INTERVIEW QUESTION FORM

INTERVIEW #1 “I love my work.”	INTERVIEW #2 “I hate or dislike my work.”
What do you do for a living?	What do you do for a living?
Tell me about how you got into your line of work.	Tell me about how you got into your line of work.
Do you like your job?	Do you like your job?
What were your plans for work when you were my age?	What were your plans for work when you were my age?
What things make your work satisfying for you?	What things make your work unsatisfying for you?
Was there a time when you weren't happy with your work? What changed?	If you could do anything now, what would you do? Why?
What lessons has your work life taught you?	What lessons has your work life taught you?
Are there any words of wisdom you'd like to pass along to me?	Are there any words of wisdom you'd like to pass along to me?

WORK...LOVE IT OR HATE IT?

REFLECTION QUESTIONS

Question 1: What do you think would lead you to LOVE your work?

Question 2: What do you think would lead you to HATE your work?

Question 3: What can you do while you're in high school to point you in the direction of finding work that you love?

Question 4: What is one of the most valuable pieces of learning from this assignment that you'll take with you into your own future career planning?

OBJECTIVES

- Students will connect on a personal level with an adult employed in the world of work
- Students will understand how life and work are inter-related on many levels
- Students will understand the sometimes unpredictable nature of career development

LEARNING STANDARDS

Writing:

Research to Build and Present Knowledge 7
Range of Writing 10

Speaking and Listening:

Comprehension and Collaboration 1a-d

MATERIALS

- “Stories of Work and Life Interview Form” handout (copies needed)
- “Stories of Work and Life Reflection Questions” handout (copies needed)

PROCEDURE

Part 1

1. Teachers introduce the lesson by asking students to think of at least one person whom they admire or respect, a person in their lives who is not a celebrity or deceased. Facilitate a discussion about what makes that person admirable to them.
2. Tell students they will be conducting an interview with an adult whom they admire. It could be the person they just identified or maybe they’ll choose someone different. Explain that the purpose of the interview is to learn about the journey of that person’s life and work.

3. Distribute and review the “Interview Form and Reflection Questions” and provide a due date.

Part 2

1. On the day that the homework is due, break students into small groups and tell them to discuss and share one another’s interviews and responses. First, they will give each other a brief introduction about their interviewee, and then will discuss their personal responses to the reflection questions.
2. Before end of class, bring students back into a class and ask them to think about the most significant thing they learned from this activity, and write it down on the back of their interview forms or a separate piece of paper.



Name: _____ Date: _____

STORIES OF WORK AND LIFE

INTERVIEW FORM

Questions:

1. When you were a child, what did you want to be when you grew up?
2. What are you doing for work right now?
3. What lessons has your work life taught you about yourself, and life in general?
4. If you could do anything differently about your career, what would you do and why?
5. Which people, or what specific events or factors, have been the biggest influence on your career and why?
6. How has your life been different from what you imagined when you were younger?

Name: _____ Date: _____

STORIES OF WORK AND LIFE

REFLECTION QUESTIONS

Questions:

1. Of all the things your interviewee discussed, what did you relate to personally?

2. What surprised you the most in the interview?

3. What things did you find most informative?

4. Did anything change or influence your ideas about or plans for your own future career? Whether yes or no, explain your response.

“Stories of Work and Life”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Share one person that you admire or respect and why?

(E.g. “I have a lot of admiration for my great grandfather who was an immigrant from Cuba and at just 13 years old he worked to bring his whole family over to the United States.”)

What about this person's journey in life or work do you connect with?

(E.g. “...it took so much courage and persistence for him to be in a new country on his own, find a job, and save his money to bring his family to this country.”)

What is one thing that you take away from this person's story of work or life that you think about in relation to your own work or life.

(ie: “I remember that as tough as things may seem, challenges often present opportunities.”)



BLUE COLLAR AND PROUD OF IT ALL



OBJECTIVES

- Students will gain knowledge about a variety of “blue collar” occupations
- Students will develop an appreciation for these types of occupations as viable careers
- Students will investigate labor market information and demand for occupations

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d, 2

Writing:

Research to Build and Present Knowledge 7-8

Range of Writing 10

Language: Vocabulary Acquisition and Use 4a, d, 6

MATERIALS

- Computers with Internet
- Projector, screen, and video/audio connections
- Prepared handouts of job possibilities
- Markers
- “Hammer Time” Interview of Joe Lamacchia

PROCEDURE

Part 1

1. Teachers introduce the lesson by explaining to students that a lot of emphasis in high school is placed on going to a four-year college. While the value of a four-year college education ought to continue to be promoted, the truth is that for some students, the path to a successful and satisfying work life will not be best reached by earning

a traditional four-year college degree. Given the statistics about four-year college dropouts coupled with the reality of workforce shortages in some blue-collar jobs, it is appropriate for students to have the opportunity to gain information about blue-collar occupations, develop an appreciation for that type of work and its value to our society, and for some, see this type of work as a viable option. It is also important to remember that many blue-collar jobs still require further education and training in the form of apprenticeships, training programs, and two-year college degrees. *OPTIONAL: Have students generate the advantages and disadvantages of blue-collar jobs.*

2. Facilitate a class or small group discussion around the following questions
 - A. What thoughts come to mind when you hear the term “blue-collar”?
 - B. What is a blue-collar job?
 - C. How is it different from a white-collar job?
 - D. Do you know anyone who works a blue-collar job?
 - E. Do you think some people have a negative view of blue-collar jobs? Why?
3. Distribute copies of the “Hammer Time” interview of Joe Lamacchia to students. Ask for two volunteers to read this interview as the interviewer and the interviewee. Alternatively, have several students in the classroom take turns playing these roles.
4. Ask students the following questions to stimulate discussion:
 - A. Why do you think there is a push for all students to go to 4-year colleges?
 - B. Why do you think this push exists?
 - C. Is four-year college the best route for everyone?

5. Break students into small groups. Before the class begins, prepare 15 handouts on Microsoft Word. At the top of each handout, type a blue-collar profession (you may consider any from the list below or choose your own). Below this, split the sheet in half with a vertical line. On the top of the left half, type ASSUMPTIONS, and at the top of the right, type KNOWNS. Circulate the sheets between groups, having each group spend one to two minutes documenting their assumptions.

- A. Electrician
- B. Landscaper
- C. Beautician
- D. Mason
- E. Fence Erector
- F. Paving
- G. House cleaner
- H. Auto Body Repair
- I. Automobile Mechanic
- J. Construction Carpenter
- K. Nail Technician
- L. Construction Laborer
- M. Demolition Laborer
- N. Elevation Installer
- O. Farm Managers
- P. Waitress
- Q. Locomotive Engineers
- R. Power-Plant Operators
- S. Rail Road Conductors
- T. Bus Driver
- U. Roofer
- V. Plumber
- W. Welder

6. When the sheets stop at their final groups (or after the teacher is satisfied that the sheet has rotated enough to gather a good list of assumptions), have the final groups research the professions' KNOWNNS online. O*NET would be a good website to use. Ask students to research salary, skills, and training. Also ask them to investigate the ASSUMPTIONS, if possible.
7. Have groups post their sheets around the room, and each present their findings to the class. Emphasize the contrasts between assumptions and knowns.
8. Discuss with the class. What did they notice?



Hammer time

By CHRIS ERIKSON

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If the recipe for success is to study hard, get into a good college, score a desk job and claw your way into a corner office, then Joe Lamacchia can only be called a miserable failure.

If this bothers him, though, he's doing an exceptionally good job of hiding it. By all appearances, the 50-year-old father of five is a happy man. He loves his job running a landscaping business outside Boston, and takes pride in his work and the business he built from scratch.

There's a lesson in this, and Lamacchia wants teachers, parents, guidance counselors and above all America's youth to hear it. Blue-collar work, whether it's planting shrubs, pounding nails, tuning engines or laying bricks, can be just as rewarding as carrying a briefcase. In fact, it can be a whole lot more rewarding, if you're not the sedentary type, or if the alternative is a corporate purgatory of cubicles brimming with spreadsheets and quiet desperation.

What's more, the world needs more cubicle dwellers a whole lot less than it needs, say, welders. Many a blue-collar profession is starved for workers, as kids are force-fed the notion that blue-collar work is for losers and that college is the only route to career fulfillment.

One result, says Lamacchia, is a lot of kids who are made to feel like failures if book-learning is not their thing, just like he did when he was a floundering high school student with a rotten attitude and worse grades. Another is high numbers of college dropouts, unemployed graduates and miserable office drones who secretly long to use their hands for something other than tapping on a computer keyboard.

Something needed to be done, he decided. So a few years ago he started a Web site, bluecollarandproudoft.com. He started giving talks, telling high school students that blue-collar workers are "America's backbone." And now he's written a book, "Blue Collar and Proud of It: The All-in-One Resource for Finding Freedom, Financial Success and Security Outside the Cubicle." Co-written with Bridget Samburg, it's part resource directory, part career guide and part manifesto.

“We don’t all want to sit in cubicles, pushing paper, working in middle-management jobs, traveling around the country for business meetings,” he writes. “I want more people to think about the alternatives and realize that you can be proud about going into a trade. A blue-collar career can be a choice that you feel good about as opposed to a fallback option.”

On a break from laying asphalt for a driveway last week, Lamacchia spoke to @work about the joys of honest labor, the looming demand for tradespeople and why it’s “time to restore pride in America’s blue-collar workforce.”

How would you sum up the message of the book?

Success is not just found from going to college. I’m not knocking college, but we’re all not cut out to go to a four-year school. Somehow in the last 20 or 30 years college became grade 13. But to throw all these kids into the same trough and say, “Go” — it’s not right. A third drop out the first year, half can’t find a job at the end of four.

We have an education bubble in this country, like a housing bubble. There’s going to be 40 million jobs available in the next 15 years for people that don’t have a bachelor’s degree. We’re producing too much of what we don’t need and not enough of what we do need.

Where has the perception come from that blue-collar work is second rate, and that working in an office is better by definition?

You’ve got to turn it back. If you talk to people today they’ll say they’re a stockbroker or they’re an architect or a software engineer. If you ask, “What did your dad do?” they’ll say, “Oh, he was a sheet metal guy,” “He was a plumber.” That’s how we rose up, in the ’30s, ’40s, ’50s, ’60s, and it kind of turned. Maybe it was money, or they found that they didn’t want to get as dirty, or work as hard. You know, Nintendo put a lot of these kids on the couch.

In what ways is the notion that blue-collar work is second rate communicated?

I can’t argue — over a lifetime, a white-collar person earns more money than a blue-collar person. But you know what? If you’re making 90 grand and you’re miserable, maybe you could make 75 grand and be happy as can be.

You should see the e-mails I get. Like, “I’m 34 years old, I’m sitting in a cubicle, with the hard candies and the pictures of my kids.” And they say, “God, I love the weekends — I built a deck last weekend with my neighbor. I used to build when I was a kid. Is it too late?” I get them all the time. And they just sound so unhappy.

A key point you make in the book is that the blue-collar sector is full of opportunity right now.

We're on our way to 400 million people in this country by 2050. That's a lot of apartments, houses, roads, bridges, etc., etc. Meanwhile, the infrastructure of the country's falling apart at the seams. The secretary of transportation, Ray LaHood, was on the radio a couple months ago and said, "America's become one big pothole."

There's a lot of work — it's on the way. It's an exciting time. I tell people, if you're 35 and you're in the cubicle, don't wait 10 years, because right now is the time. With the stimulus money, I've never heard numbers like this — \$61 billion for roads and bridges? \$38 billion for the greening of America?

Where are the biggest shortages right now?

Welders, auto mechanics and electricians are the big ones. During Hurricane Katrina they had to bring in welders from Egypt and Vietnam. We don't have enough.

You point to the green sector as a big potential source of jobs.

The blue-collar person is going to take this country green collar, not academia. The electrician's going to be on the roof putting in solar panels, the plumber's going to be putting in a low-flush toilet. Wind turbine plants — we have the Saudi Arabia of wind from the Dakotas to Dallas, Texas.

That's an exciting thing, to turn this country green. A lot of parents should love that — wouldn't it be exciting to have your kid be part of greening this country?

You talk about the pressure kids feel that they'll be seen as failures if they don't go to college. Did you feel that?

My dad was a CPA for Raytheon. He went to work in a suit, tie, briefcase — some mornings he even smelled good. And he realized, Joey's not going to go to college. He was very accepting of it, and he said, "Whatever you do, try to be the best." The guidance counselors, teachers, they were a little flip — they'd say, "You're not college material."

I have a wicked case of attention deficit disorder. And it's a scary feeling to sit there and wonder, why can't I comprehend? What's wrong with me? Once I got to high school I was able to go out and work, and I realized I was actually pretty smart, and that part of the problem at school was that I was bored. There's a lot of us out there. And to sit at a desk and somehow make it to senior year, and to go four more — it's like torture.

But what I tell kids, I say, you know, we're not stupid, we know what makes us feel good. When I wheelbarrow asphalt I feel good, when I shovel I feel good.

When we put 30 bushes across the front of a house and mulch it and we're out of there by 4 o'clock and it looks great, it feels good.

What you're describing is probably the biggest thing missing for a lot of office workers — that tangible thing you can point to that you've accomplished at the end of the day.

No, they have to wait months for a project. And at end of the day, most days we're done. The brick patio's in, or the driveway's in, or the beautiful bushes — it's instant.

How do you change the attitude that blue-collar work is something to avoid?

We all can't go to college, and people have got to speak up and say it. If you don't want to go, you shouldn't be frowned upon. It should be, "Go for it, buddy, go ahead. Go to electrician's school, and I'll probably call you in two years to wire my basement up."

But the pressure is tremendous. Everyone wants to press the coffee pot in the morning, and run the car, and sit on the deck and use the street light and drive on the asphalt, but nobody wants to have their kid be a part of that.

You make the point that a lot of blue-collar jobs are pretty high-tech at this point.

Oh, no question. I bring my truck in to have the transmission checked, and he used to say, "We've got to pull it out." Now he says, "I'll check the codes and call you." Welding is math and science now. I tell kids today, "This is not grandpa's factory floor."

These are skilled jobs. Master electrician, master plumber. If you were in corporate America and you were 55 and you went and applied for a job, they'd say, "Goodbye." If you're 55 and you say, "For 35 years I've been a master electrician," they'd go, "What, really?" They'd reel you in.

Do you feel like people are receptive to your message?

I see a difference in the last year, since the 401(k) went in the toilet. People aren't so quick anymore to take out the college loans. They're like, "Maybe I better think this through about little Bobby. Is it cut out for him?"

You like to cite a 2004 study in the UK, where blue-collar workers were found to be the happiest of all employees. What do you think is behind that?

It's a nice life! If you're a skilled craftsman, you can pick up your tools and go work anywhere you want. We're not living out of a suitcase, we're not out at the airport. We're home in the evening for our kid's Little League game, for our daughter's play. These are great jobs.

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GOING TO COLLEGE: IS IT FOR ME?

10-12



OBJECTIVES

- Students will investigate options for post-secondary education in an engaging and respectful learning environment
- Students will explore the differences and similarities between colleges, universities, and other institutions of higher learning.

LEARNING STANDARDS

Writing: Research to Build and Present Knowledge 7

Speaking and Listening: Comprehension and Collaboration 1a-d, 2

Language: Vocabulary Acquisition and Use 4d

MATERIALS

- Teacher Handouts
- College Timeline
- Financial Aid Quiz (and Answer Sheet) (copies needed)

Before implementing this lesson plan, teachers need to read the Teacher Handouts in order to prepare for class discussion.

PROCEDURES:

1. Teachers explain to the class that at one time in our history finding a job after high school was a viable option. Many employers would hire employees and provide training on the job. But in today's economy, more and more employers expect workers to have education and training beyond a high school degree before hiring them. Additionally, throughout one's work life, he or she may need supplemented training. While an employer may provide, or at least pay for, some of the education and training, workers often have to obtain some additional education on their own.

Explain that students are going to explore post-secondary options, specifically going to college. Emphasize that there are other options for students after high school, but for this lesson we will focus on going to college. We will focus on the benefits of going to college and the steps students should take to get there.

2. Teachers break students up into clusters. The groups select one recorder to note group ideas and responses to the following questions?
 - What does going to college mean?
 - Who can get into college?
 - What are the differences between two-year colleges and 4-year colleges?
 - What is the difference between a college and university?
 - What are the benefits of going to a public university versus a private university? What are some characteristics of both?
 - What is an HBCU?
3. Once students have been given enough time, have groups come back as a class to review some of the answers. The teacher should write the following categories on the board: 2- year College, four-year College, Private University, Public University, HBCU. Next, recorders read aloud ideas about each of those categories while the teacher writes it on the board. Did any of the groups have similar answers? How were they different? Did students feel there were advantages to a two-year college versus a four-year college?

At this time, teachers should modify and change incorrect notions about college, based on the Teacher Handouts. For example, if a student reports that his or her group thought that two-year institutions were only for students with low GPAs, then teachers should challenge that idea.

4. Teachers explore ideas with students about who gets into college. Are there certain types of people that go to college? Can college be for everyone? **It is important to talk about stereotypes and how that can affect a student's decision about entering into college. More importantly teachers should focus on how choosing the "best fit" for college is important.**
5. Next, students are informed that now that they have been given information regarding colleges and universities, they will explore why it is important to go to college. Students should watch the three short video clips about reasons for going to college. Once students have watched the videos, Teachers should form a short classroom discussion

around students' reasons for going to college. Teachers should spend time focusing on intrapersonal, as well interpersonal, reasons students think going to college is important.

- Are students more likely to go if they are forced by family?
- How will that affect their performance in college?
- Do students have any personal examples of success stories?
- What are some other reasons to go to college?
- Who has influenced these reasons? Some ideas can include: job security, better benefits, more skills, potential for higher earnings.

Teachers should choose three videos out of the given list: <http://www.youtube.com/user/collegedotgov?feature=mhw4#g/c/09E1DBFD793CF646> to play for the class. Be mindful to choose examples that students might relate to or connect with.

Day 2

1. Once students know that college can be a viable option, teachers should focus on what students should do to get there. Have students get into pairs and discuss the actions they would take to accomplish the following two tasks, using measurable and observable steps:

Getting organized

- Graduation requirements
- Tracking GPA
- Classes needed to get into college

(e.g., foreign language and fine arts)

Example: I will talk to my counselor on Friday, March 23rd to get a print out of my graduation requirements. I will keep the print out in my planner.

Getting academic support and beyond

- Talk with your Teachers and school counselor
- Join study groups
- Find out about learning outside the classroom

(internships, international learning, etc.)

- Join extracurricular activities
- Additional support

2. Once students have completed the action steps, have pairs share their answers. Next, distribute the College Timeline. Can students understand the importance of high school being the first important step in going to college? It is important to make students feel that they can accomplish their goals by taking little steps to get to their bigger goal. Advise students that the timeline sets the stage for the “big production”.
3. Teachers inform students that now they are going to discuss possible ways of paying for college. Teachers should share with students that it is common for students to worry that tuition and the other costs of continuing their education will be out of reach. However, it is important for students to understand that paying for college now means investing in their future. Most students who go onto college receive a financial aid packet that will determine what support they are eligible to receive. Some students will receive “free rides,” where all their costs are paid for; still others will seek student loans, which will need to be paid back approximately 6 months after graduation (or leaving school); some students will receive grants or scholarships that do not need to be paid back; and several pupils will work to pay for their education; some students will seek support from their families; and most will receive a combination of all of these. What is important is that students proactively seek out the many opportunities available to them.

According to college.gov, the U.S. Department of Education awards about \$100 billion dollars a year in grants, work-study assistance and low-interest loans. Financial assistance also comes from scholarships from state governments, schools, employers, individuals, private companies, community organizations, nonprofit companies, and religious groups. Students can also receive an athletic scholarship. Once students are prepared to apply for college they should fill out the Free Application for Federal Student Aid (FAFSA). This form is required for any student entering into college.

4. Students should then be directed to a computer. Students may choose to work with a partner or alone. Students will be required to perform their own financial aid search. Teachers should write or project the provided list of prospective sites on the board to get students started. Once students have performed their searches, they should come back as a class to discuss their findings. Did students find any new information? What interesting facts did they find? Were there scholarships that students found interesting?
5. Now teachers should prepare students to take the Financial Aid Quiz. Instruct students that the quiz is not for a grade, but is an exercise to see what they have learned. The goal of this activity is to get students

acquainted with proactively seeking opportunities to fund their education. More importantly, this exercise should show students that access to college is possible and paying for college is not out of their reach! It is important to note that students should also consult their school counselors, as well as the financial aid coordinator, for more information and support.

- <http://studentaid.ed.gov/students/attachments/siteresources/StepstoAid%2009-10.pdf>
- <https://studentaid2.ed.gov/getmoney/scholarship/v3browse.asp>
- http://studentaid.ed.gov/students/publications/student_guide/index.html
- <http://studentaid.ed.gov/PORTALSWebApp/students/english/grants.jsp>
- https://studentaid2.ed.gov/getmoney/scholarship/scholarship_search_select.asp?13817/

TEACHER COMMUNITY COLLEGE AND UNIVERSITY HANDOUT

TWO-YEAR COLLEGE, COMMUNITY COLLEGE, AND/OR JUNIOR COLLEGE

Public community colleges are open admission two-year programs in higher education that generally provide a cost effective alternative to a four-year college. Within the United States, community colleges serve two main purposes for graduating high school seniors. They offer Associate degrees, which are two year programs of study that prepare students for entry-level jobs. They also provide students with credits designed for transfer to a four-year college or university. While community colleges are open admission, and thus accept any student who has graduated high school or obtained a GED, they may administer a placement test to ensure they can place students in appropriate classrooms. Most community colleges also offer foundational classes, which can be transferred as prerequisites for higher level courses at a four-year university. Community colleges are significantly cheaper in credit costs and shorter in overall program length, which makes them appealing to students who hope to pursue higher education on a budget. Most programs require between 60 and 65 credit hours for an Associate degree, depending on the state the school is in and the particular program of study.

Examples of two-year Associate's Degrees include Anesthesia Technician, Paralegal, Nursing, and Accounting Specialist.

Sources: <http://www.aacc.nche.edu/Pages/default.aspx> and <http://www.communitycollegereview.com/>

FOUR-YEAR COLLEGE OR UNIVERSITY

A four-year college or university is designed to provide a structured course load, over a period of four years, that results in a four-year degree. This is not to imply that a degree must be completed in four years, as it is possible to go to a college or university part-time and receive a degree. In the United States, the two main categories for these degrees are Bachelors of Arts (BA) and Bachelors of Science (BS). Many institutions focus on one type of degree, or another, but most provide options for both.

While a Bachelors of Arts generally has a broader sampling of areas of study, it focuses specifically on a professional study overall. Bachelors of Arts focus on humanities, theoretical and general knowledge in an area of study, professional study, or an interdisciplinary field.

A Bachelors of Science is more strictly focused in coursework, with a strong scientific base, a mixture of liberal arts, technology, and math and computer oriented skills. Bachelors of Science often prepare students for very particular fields or careers.

While it does depend on the area of study, most Bachelors require around 120-128 semester hours to earn the degree. Some more rigorous programs require additional credit hours, and those are often likely to be Bachelors of Science degrees, as opposed to Bachelors of Arts.

DIFFERENCES BETWEEN COMMUNITY COLLEGE AND FOUR-YEAR UNIVERSITY

COMMUNITY COLLEGE

Many individuals start at the community college level for a variety of reasons, including:

- Community colleges are less expensive, as their credit hours are cheaper. Some students attend community college as freshman and sophomores because it is cheaper, then transfer to a four-year college and finish their degree there. This reduces their financial expenses considerably.
- Community colleges usually have small classroom sizes, so there are fewer students for the Professor to focus on. You are more likely to receive individualized attention and help in a smaller classroom.
- Because they have open admission, community colleges are willing to take any student so long as they graduated high school or have their GED. This is a path for students who struggled in high school to attain postsecondary education, either by earning an Associate degree, or by doing well in community college and transferring to a four-year college later.
- For students who live near a community college, it is convenient to commute to a two-year college, where there isn't any on-campus housing. Some students save money by living with their parents and commuting every day.

FOUR-YEAR COLLEGES AND UNIVERSITIES

- Four-year schools are generally larger, and provide on-campus activities and clubs that stress inclusion and friendships amongst students.
- Most four-year institutions have sports teams like college football, basketball, soccer, etc.
- With more students comes more money, which often means there are research opportunities, scholarships, grants, new facilities, etc.
- Students have the option of living on campus at many of these institutions, which can create a sense of community.
- Some students like the four-year school immersion and the environment (a university atmosphere).
- Four-year institutions offer many more degrees and classes than a community college.

TEACHER COLLEGE AND UNIVERSITY DIFFERENCES HANDOUT

DIFFERENCE BETWEEN A COLLEGE AND A UNIVERSITY

Both colleges and universities provide four-year degrees in postsecondary education, but although they may appear similar, there are some general differences. Deciding what college or university is right for you is a personal choice depending on many different variables, including financial aid, credit costs, the size of the institution, school and social culture, degrees offered, and other variables. Before deciding on an institution, it may help students to understand the differences between colleges and universities, to help narrow down the search.

COLLEGE

Generally, a college is thought of as a liberal arts postsecondary school. It offers undergraduate degrees, and sometimes select graduate programs. The term college may also refer to some vocational or technical degree programs. While some colleges, such as community colleges, offer Associate degrees exclusively, four-year colleges offer varied Bachelor's degrees, sometimes with options for Associate degrees as well. Colleges are generally smaller than Universities, and sometimes will be a sub-group of a University itself. Some universities are made up of many smaller colleges. For instance, the College of Natural Science, Forestry and Agriculture, and the College of Business are divisions of the University of Maine.

UNIVERSITY

Universities are usually much larger than a college. Many universities offer both undergraduate and graduate degree programs, although some universities do not. Often, universities can be made up of many smaller colleges. The most obvious differences between colleges and universities is that a university generally offers a prolific amount of graduate degrees (master's and doctoral), and many research program opportunities as well. Another key difference is the size; universities are usually larger than colleges, and are more well-known as a result.

COLLEGE TIMELINE

FRESHMAN YEAR FALL

- Meet with your counselor to discuss your college plans. Review your schedule to make sure you're enrolled in challenging classes that will help you prepare for college. Colleges prefer four-years of English, as well as history, math, science and a foreign language.
- Use a College Search to find out the required courses and tests for colleges that you might be interested in attending.
- Start a calendar with important dates and deadlines.
- Get involved with extracurricular activities.
- Go to college fairs in your area.

FRESHMAN YEAR WINTER

- Learn about college costs and how financial aid works.
- Use the a College Savings Calculator to see how much money you'll need for college, whether you're on track to save enough, and what you need to do to reach your goal. Talk to your family about college financing.
- Visit colleges while they're in session.
- Find out about college firsthand from friends who are home for the holidays.
- Prepare for Tests and talk to your counselor and teachers about taking SAT Subject Tests™ in your strong subjects this spring. Take Subject Tests such as World History, Biology E/M and Chemistry while the material is still fresh in your mind.

FRESHMAN YEAR SPRING

- Sign up for college preparatory courses for next year.
- Look for a great summer opportunity — job, internship or volunteer position.
- Check with your counselor and search online for summer learning programs.

FRESHMAN YEAR SUMMER

- Start a summer reading list. Ask your teacher to recommend books.
- Plan to visit college campuses to get a feel for your options. Start with colleges near you.
- Finalize your summer plans.

FINANCIAL AID QUIZ

Instructions: Circle the correct answer.

1. All scholarships have to be repaid. TRUE | FALSE
2. If your parents earn above a certain amount, you are automatically disqualified for federal student aid. TRUE | FALSE
3. Grants are given by the Federal government. TRUE | FALSE
4. Only students with good grades get financial aid. TRUE | FALSE
5. You have to maintain a certain grade point average (GPA) in college in order to keep some types of financial aid such as scholarships. TRUE | FALSE
6. You do not have to be a certain ethnicity to get financial aid. TRUE | FALSE
7. It's easier to fill out the FAFSA online. TRUE | FALSE
8. What was the most helpful aspect of the financial aid exercise?

FINANCIAL AID QUIZ

ANSWER SHEET

1. False
2. False
3. True
4. False
5. True
6. True
7. True

Tips on keeping it real

“Going to college: is it for me?”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Share how you decided which college(s) to attend. *(If possible include any anxiety or stress you felt about making this decision)*

If you received any financial aid, scholarships, or took out student loans, if you feel comfortable, please discuss your experiences with this.

Share with the class, an overview on what your college experience was like for you *(Feel free to share any good or bad experiences that are appropriate)*.



OBJECTIVES

- Students will identify available resources to assist in finding a job.

LEARNING STANDARDS

Writing: Research to Build and Present Knowledge 7

MATERIALS

- Computers with Internet
- Job classifieds from newspapers
- “Resources to Help You Find a Job” handout (copies needed)
- “Job Search Resources: Internet Research” handout (copies needed)

PROCEDURE

1. Ask students the following questions and write answers on the board:
 - Where do you think you would start if you were looking for a job?
 - What places or people would you go to for assistance finding a job?
2. Pass out the “Resources to Help You Find a Job” handout and discuss the resources.
3. Pass out the “Job Search Resources: Internet Research” handout.
4. Instruct students to identify an occupation of interest that they would like to conduct a job search, either presently or based on future career interests.
5. Teachers should help students use the listed internet job search engines. Students should try to find and list at least four job openings within their selected occupation and location. If they can not find any job openings in the area, they can search in other areas.

6. Students should identify at least one other resource that they think would help them find a job and answer the questions about the resource on the “Job Search Resources: Internet Research” handout. They may need to use the internet or job classifieds section from the newspaper. When completed they should turn in their “Job Search Resources: Internet Research” handout.
7. Ask students if the internet job search engines might be helpful.



RESOURCES TO HELP YOU FIND A JOB

HELP-WANTED ADS: These are placed in newspapers by employers to advertise available job openings

EMPLOYMENT AGENCIES: These are businesses that help applicants find jobs. They charge fees for their services.

STATE JOB SERVICES: These are state specific public employment agencies that will help applicants find jobs. There is no fee for services.

FRIENDS AND RELATIVES: They may know of job openings in the companies that they work for. You may also be able to include them as a reference in a job application, this is especially helpful if they work for the company or know someone in the company.

INTERNET JOB SEARCH ENGINES: Employers will post job openings on these sites. Many will let you generate a search specific to location and job type. Some will also let you post your resume on the site.

SCHOOLS: Guidance counselors may be able to help students find a job and find resources. Many schools also have career centers which also help students look for jobs, they are also a great resource to help students prepare for interviews, generate resumes, etc.

LABOR UNIONS: There are organizations of workers, usually by trade or occupation. Memberships are required, which often include a fee. One of the many functions of a union is to help members find employment.

COMMUNITY AGENCIES: These are organizations that are often run by religious institutions, neighborhood groups and settlement houses. They do not charge a fee for assistance with job placement.

PERSONNEL DEPARTMENTS: This is the department within individual companies that keeps track of job openings within the company. You can call this department to inquire about potential job openings. You can also go directly to local businesses to fill out an application or submit a resume.

BUSINESS WEBSITES: You can visit individual business' websites. Some websites will post job openings within the company on their website.

ADDITIONAL RESOURCES:

Name _____ Date: _____

JOB SEARCH RESOURCES: INTERNET RESEARCH

Occupation: _____

Use an internet job search engine to search for jobs in your location:

- www.monster.com
- www.indeed.com
- www.careerbuilder.com
- www.jobcentral.com

(If you can't find any openings in your location, change your location to a place you might want to live.)

Job Openings Found:

1. _____
2. _____
3. _____
4. _____

Identify at least one other resource you think would help you find a job:

You may need to use the Internet or job classifieds section from the newspaper to research your resource (names of organizations, websites, people, newspapers):

Is there a fee for services? If so, how much? _____

Are there any membership requirements? _____

If using classifieds or business websites, list any open job positions you found (if any):



OBJECTIVES

- Students will become familiar with College Navigator, an interactive, online tool for exploring colleges and universities
- Students will learn about the numerous elements to be considered when making decisions about college
- Students will be introduced to post-secondary options that they have not previously considered

LEARNING STANDARDS

Reading: Informational Text, 1, 2

MATERIALS

- “College Comparison “ handout (copies needed)
- Computers with internet access

PROCEDURE

Part 1

Initiate a class discussion about what students might consider when deciding which college or university to attend.

If students are having difficulty, feel free to help.

- What do they hope to study?
- Would they prefer a city setting or a rural setting?
- Are they comfortable with moving away from their families?
- Is cost a consideration?
- Do they want large class sizes?
- Do they want to commute or live on campus?
- Do they want to play sports?

1. Ask students which (if any) colleges they are currently considering. How important were those school characteristics during their decision-making process?



Part 2

1. Instruct students to enter <http://nces.ed.gov/collegenavigator> into the address bar of their web browser.
2. Take a few minutes to help students become familiar with College Navigator. They will be using the panel on the left to input data in order to filter out schools that do not meet their specifications.
3. Click on “More Search Options” to reveal more search options.
4. Use College Navigator to choose at least 3 schools that they might be interested in. When they find good candidates, click on the “Add to Favorites” icon. They may search for schools in the following ways:
 - If students already have an idea of what careers they are considering, locate schools that offer those programs. Use the other criteria to narrow your search.
 - If students are unsure of which careers they might want to pursue, they may search for colleges or universities that they have heard of. Maybe a school that their parents/friends/siblings attended?
 - Students may also (and are encouraged to) search for schools using all of the search criteria available. This method will likely produce schools that they have never considered, but may be a good match for them.
5. Once students have added at least 3 schools to their Favorites list, they can compare them side-by-side by using the comparison tool in the upper right corner.

Part 3

1. Pass out the “College Comparison” handout.
2. Students will record the following information for each Favorite school on their handout:
 - School Name
 - Location
 - Type
 - Setting
 - Tuition and Fees
 - Number of students enrolled
 - Any additional information that students find helpful or interesting. Whatever matters to THEM, such as specific programs offered, sports, diversity, student life, etc.

3. Encourage students to click on links for the schools' websites. What did they learn by browsing the site? What did they like or dislike?

Part 4

1. Lead a wrap-up discussion about what the students learned, what surprised them, whether they feel more comfortable about the college search process, what was helpful about the lesson, etc.



Name: _____

COLLEGE COMPARISON WORKSHEET

Name of College or University			
Location			
(City, State)			
Setting			
Tuition/Fees			
# of Students			
Important Things to Know About This College or University			

What did you learn from this lesson? How will you change as a result?

What did you find helpful or not helpful about College Navigator?

MILITARY RECRUITMENT: THE U.S. WANTS YOU

ALL



OBJECTIVES

- Students will understand the requirements for entering the armed services
- Students will learn some of the benefits and drawbacks of military service
- Students will evaluate military service as a future option

LEARNING STANDARDS

Writing:

Research to Build and Present Knowledge, 7, 8

Speaking & Listening:

Presentation of Knowledge and Ideas, 4

MATERIALS

- Computers with internet access
- “Joining the Military: Myth vs. Reality” handout (Copies needed)
- “Joining the Military: Myth vs. Reality” answer key (Teacher only)
- “My Military Branch” handout (copies needed)

ADDITIONAL RESOURCES

- “Today’s Military” <http://www.todaysmilitary.com/>
- “NYCLU Military Recruitment Project” <http://www.nyclu.org/issues/youth-and-student-rights/military-recruitment>
- “Veterans Health Administration’s Treatment of PTSD and Traumatic Brain Injury Among Recent Combat Veterans” <http://www.cbo.gov/publication/42969>

PROCEDURE

Part 1

1. Students will be placed into groups as they enter the classroom: Navy, Army, Marines, Coast Guard, and Air Force. The teacher could pass out cards to students as they enter the door with numbers (1-5 is the Army, 6-11, is the Navy, etc.). If the teacher is comfortable doing so, they can talk to the students as if they're soldiers. Students should designate a spokesperson and a recorder for each group. Tell students that they will share what they find with the class.
2. Students will research the purpose of each military branch using the "My Military Branch" handout. Students will work together in their groups to answer all of the questions. Each student should answer a question from his or her handout. Students may work together on certain questions within their groups.
3. Students will report out on what they learned. They need to tell the class about their branch. What types of jobs are available for people out of high school? What types of jobs are available after college? Where do people live if they join the military?

Part 2

1. Pass out the "Joining the Military: Myth vs. Reality" handout to students. Students will complete "Joining the Military: Myth vs. Reality" handout using their own knowledge. They *do not* have to do an information search.
2. Lead a discussion with the class about the "Joining the Military: Myth vs. Reality" handout. Here are some possible questions you could pose to the class:
 - What is appealing about joining the military?
 - What is not appealing about joining the military?
 - How would you make the decision?
 - Who do you talk to about joining? (Recruiter, Teacher, Parent, etc.)
 - What should you consider when reading information on the web?
 - What information was surprising or new?
3. Have students do a quick free write in their journal or on a piece of paper about what they learned today and what questions they have still about military service.

MY MILITARY BRANCH

Instructions: In your group, work together to answer all of the questions. Assign group members to find answers for questions. Use the following Today's Military website <http://www.todaysmilitary.com/service-branches> to help you find answers.

Assigned Military Branch: _____

1. What does this branch of the military do for the United States?
2. What are the entrance requirements for this branch?
3. Where would you live if you joined this branch? Where are military bases located for this branch?
4. What types of careers are available both during and after your service?
5. In your opinion, what are the possible benefits and drawbacks of joining this branch?

BENEFIT (Pro)	Drawback (Con)

JOINING THE MILITARY: MYTH VS. REALITY

Write TRUE or FALSE for the following statements about the U.S. Military.

1. ____ If you sign up for the military in high school, you can't change your mind.
2. ____ You can get up to \$70,000 through the G.I. Bill.
3. ____ The U.S. Military will take anybody.
4. ____ There's a form you can fill out to let the military know that you aren't interested in joining if a recruiter keeps calling you.
5. ____ You don't need a high school diploma when you join because they will train you.
6. ____ When you join the military, you join for life.
7. ____ The ASVAB test determines what type of job that you will get in the military.
8. ____ The Coast Guard is one of the branches of the U.S. Military.
9. ____ Everyone has to go to boot camp or basic training at the beginning of their military service.
10. ____ If you have a drug conviction or criminal record, you may not be able to join the military.
11. ____ If a recruiter keeps pressuring you to join, there isn't anything you can do.
12. ____ Only half of all veterans end up using their educational benefits.
13. ____ 1 in 5 recent veterans has a service-related disability.
14. ____ You can retake the ASVAB test to get a better score if you would like.
15. ____ Women have to cut their short when they go to boot camp.
16. ____ 1 in 4 recent combat veterans suffer from Post-Traumatic Stress Disorder.
17. ____ Tattoos can prevent you from being able to join the military.

JOINING THE MILITARY: MYTH VS. REALITY ANSWER KEY

Write TRUE or FALSE for the following statements about the U.S. Military.

1. **FALSE** If you sign up for the military in high school, you can't change your mind.

In the Delayed Entry Program, students can change their minds up until the point they leave for basic training.

2. **TRUE** You can get up to \$70,000 through the G.I. Bill.

3. **FALSE** The U.S. Military will take anybody.

There are minimum entrance requirements such as their score on the ASVAB, physical requirements, high school diploma, and in some cases criminal and drug convictions can bar access to the military.

4. **TRUE** There's a form you can fill out to let the military know that you aren't interested if a recruiter keeps calling you.

Students may opt-out. Forms are available online to turn into your high school. Recruiters can't legally start contacting you until you are 17 years of age. <http://www.nyclu.org/milrec/optout>

5. **FALSE** You don't need a high school diploma when you join because they will train you.

Students have to have a high school diploma or equivalent (GED).

6. **FALSE** When you join the military, you join for life.

Length of service can vary, but a first term generally involves eight years, with two to four years of Active Duty and the remainder in a Reserve unit or the Individual Ready Reserve (IRR).

7. **TRUE** The ASVAB test determines what type of job that you will get in the military.

The ASVAB is one factor in determining what occupation you will have in the military. You also have to have a certain minimum score in order to join the military.

8. **TRUE** The Coast Guard is one of the branches of the U.S. Military.
9. **TRUE** Everyone has to go to boot camp or basic training at the beginning of their military service.
10. **TRUE** If you have a drug conviction or criminal record, you may not be able to join the military.

You have to disclose everything to the military when you are joining. In some cases, criminal and drug offenses can keep you from joining. <http://www.armyreal.com/resources/item/2149>

11. **FALSE** If a military recruiter keeps pressuring you to join and you don't want to, there isn't anything you can do.

As a first resort, students can use an opt-out form but if a military recruiter seems to have questionable behavior, you can report a violation. <http://www.nyclu.org/milrec/report>

12. **TRUE** Only half of all veterans end up using their educational benefits.

Some veterans (21%) never use their money before the 10 year limit is up. Others (30%) don't qualify because they didn't complete the full period of enlistment or they were not discharged honorably. <http://www.nyclu.org/milrec/myths>

13. **TRUE** 1 in 5 recent veterans has a service-related disability. <http://www.nyclu.org/milrec/myths>

14. **TRUE** You can retake the ASVAB test to get a better score if you would like. Yes, you can retake it. <http://www.military.com/opinion/0,15202,113399,00.html>

15. **FALSE** Women have to cut their short when they go to boot camp.

16. **TRUE** 1 in 4 recent combat veterans suffer from Post-Traumatic Stress Disorder. 21% were diagnosed with PTSD, 5% had PTSD and traumatic brain disorder (TBI), 2% more only had TBI. <http://www.cbo.gov/publication/42969>

17. **TRUE** Tattoos can prevent you from being able to join the military.

Visible tattoos can prevent you from joining. Obscene or indecent tattoos in and out of the uniform can prevent you from serving in the military too, even if they're not visible. See <http://www.airforce.com/contact-us/faq/eligibility/#policy-tattoos> or http://www.atlantictattooremoval.com/military_tattoo_policies.html

PLAN OF ATTACK

TEACHER NOTES

This lesson would complement the “Going to College: Is It for Me?” and “Goal Maps” lessons

OBJECTIVES

- Students will examine local college graduation data and analyze the results
- Students will develop a plan of attack to decrease their likelihood of becoming a college dropout statistic

LEARNING STANDARDS

Reading for Information:

Key Ideas and Details, 1;
Integration of Knowledge and Ideas, 7

Writing: Range of Writing, 10

Speaking and Listening:

Comprehension and Collaboration, 1a-d

MATERIALS

- Copies of “Colleges are Failing in Graduation Rates” <http://www.nytimes.com/2009/09/09/business/economy/09leonhardt.html>
- “Colleges are Failing in Graduate Rates” handout (copies needed)
- Copies of “College Graduation Rates are Stagnant Even as Enrollment Rises, a Study Finds” <http://www.nytimes.com/2011/09/27/education/27remediation.html>
- “College Graduation Rates are Stagnant Even as Enrollment Rises, a Study Finds” handout (copies needed)
- Computers to access college graduation data via <http://www.completecollege.org/> (if technology is not available to students, then instructor can pull state specific data ahead of time to print copies for student use)
- “How Does My State Stack Up?” handout (copies needed)
- “Plan of Attack” handout (copies needed)
- Pens and pencils



PROCEDURE

1. Begin by asking a few students to share their career aspirations. Follow up by asking students how many of them plan to attend college. Then tell students that statistically almost half of students going to a four-year university will not graduate from it in under six years. Discuss this alarming statistic with students and allow them to voice their questions and concerns. Guide a brief discussion around possible reasons for this drop off and list student responses on the whiteboard.
2. Follow this discussion by sharing copies of the two New York Times articles listed under the “Materials” section. Have students perform a careful reading in order to complete the corresponding handout for each article. Encourage students to look at the questions before they begin reading to assist them with becoming better prepared.
3. After the readings and handouts have been completed, ask students to report out their findings (small group or whole group). Some guided questions might include:
 - Were any of the predictions you made accurate? If so, which ones?
 - Were you surprised or alarmed by anything you read? If so, what?
 - What are some things that colleges, or even high schools can do to help decrease the college dropout rate?
4. Now that students have extended their prior knowledge by reading the articles provided in step 2 and had an opportunity to discuss them, further extend their knowledge by having them visit the website <http://www.completecollege.org/> (this is the data referenced in the “College Graduation Rates are Stagnant” article). Have students review the graph data and respond to the questions on the handout “How Does My State Add Up?”
5. Once students have completed the handout, discuss their responses as a class.
6. Finally, provide students with the opportunity to synthesize their findings by creating their own plan of attack using the handout provided. This handout will help provide students with a proactive approach to ensuring they don’t become another college dropout statistic.
7. Have students work in small groups instead of individually for procedures 2 and 4, or remove one of the articles in step 2.



Name _____

“COLLEGES ARE FAILING IN GRADUATION RATES”

1. Which organization does the author argue is most responsible for damaging the American economy? Why?
2. What is “under-matching” and how does it contribute to a decrease in the college graduation rate?
3. According to the article, what are two things that can be done to increase the college graduation rate?
4. On average, how much more did people with bachelor’s degrees earn than those who attended college but didn’t finish? What are your thoughts on this statistic?

Name _____

“COLLEGE GRADUATION RATES ARE STAGNANT EVEN AS ENROLLMENT RISES, A STUDY FINDS”

1. According to the article, how many part-time students graduate from college?

2. Why are part-time students less likely to complete their degrees and graduate? What would or could they do differently as a part-time student?

3. How does taking “remedial” or “developmental” courses before taking those needed for a degree impact graduation rate?

Name _____

“HOW DOES MY STATE ADD UP?”

Directions:

1. Visit the Complete College America <http://www.completecollege.org>
2. Click on the “State Data” tab and find your state’s information
3. Examine the graph data that is provided for your state
4. Complete the information below based on your findings

1. Discuss three things you learned about your state’s post-secondary (college) performance
 - a.)
 - b.)
 - c.)
2. Compare your state’s data to another state. You might select a state that you used to live in, may move to, or perhaps one that has a college you’re interested in. How does the state you currently live in compare to the second location you selected?
 - a.) What is something your state does better than the comparison state?
 - b.) What is something your state does worse?
3. Locate the last graph on the link and find a college that you would like to attend. What is their graduation rate? Are you at all surprised by this percentage – why or why not? Does it confirm your choice or make you want to look into other colleges? Explain.

Name _____

“PLAN OF ATTACK”

Directions: Now that you have completed some research on college graduation rates, you have probably realized that it is real easy to become another statistic. To ensure you are better prepared to avoid such a fate, complete the questions below.

1. List three things you can do right now to increase the likelihood that you will graduate from college AND develop a detailed plan of action to help you achieve those goals.

a) Right now I can...

- 1.
- 2.
- 3.

b) I can accomplish this by...

a) Right now I can...

b) I can accomplish this by...

a) Right now I can...

b) I can accomplish this by...

2. If you hit a barrier, who can you turn to? How can this person help?

OBJECTIVES

- Students will think critically about the values they place upon certain jobs and determine which vocations society seems to value over others and why
- Students will explore the dynamics of group work and evaluate the qualities of successful group work

LEARNING STANDARDS

Writing:

Range of Writing, 10

Speaking and Listening:

Comprehension and Collaboration, 1a-d

MATERIALS

- “Job Ranking” handout (copies needed)
- “Group Reflection” handout (copies needed)
- Slips of paper containing the jobs listed in the “Job Ranking” handout

PROCEDURES

1. Please note, it is recommended that the teacher complete this lesson earlier in the year so that students have the opportunity to explore what successful group work looks like.
2. Begin class by asking students to think about their future career paths. On a half-sheet of paper, ask students to thoughtfully respond to the following question: What career path would you like to follow when you finish high school and why? If time is limited, this step may be eliminated.
3. If students are unsure, they may list several possible options, but must still answer the “why” portion of the prompt. Give students 3-5 minutes to quietly respond to this prompt.





4. Do not ask students to share their responses aloud. Distribute the “Job Ranking” handout to students. Ask them to complete it independently without any input from their peers. Their responses should reflect their personal beliefs at this point and not the beliefs of those around them.
5. Once every student has completed the handout, place students into small groups of no more than 5 students per group (any more than this becomes too unmanageable and discourages all students from getting involved). Provide each group with a set of all 15 jobs blown up onto individual slips of paper. Ask students to work collectively to re-rank the jobs in order of importance (most valuable to least valuable – top to bottom). Slip of paper should have one job title on each: Parent, Nurse, Lawyer, Construction Worker, Cashier, Teacher, Athlete, Sanitation Worker, Farmer, Doctor, Police Officer, Pastor/Minister, Scientist, Judge, Musician/Rapper.
6. As groups finish, have a representative from each group come up to the front of the class to display their group’s responses. Having each group place their responses in horizontal columns (underneath one another) on the floor works well if space in the classroom or hallway allows). One may also have students tape slips onto the wall.
7. Once all groups are finished, pass out the “Group Reflection” handout and have the whole class come up to examine the grid they’ve created. Ask students to quietly review the data collected and use it to help complete their “Group Reflection” handouts.



8. Once all groups have finished, ask students to report out some of their observations. Groups can submit their completed reflections to the teacher for further review.
9. Ask students to think about the lessons that can be learned from today’s tasks (e.g., individual values vs. group values, successful group work vs. unsuccessful group work, why are some jobs more important than others, etc.). Ask them to read over their initial responses from procedure 1 again. On the back of that half-sheet, ask students to discuss how this lesson either helped confirm the career path they selected was right for them, or possibly how this lesson made them question their selection. For example, a student might say they wanted to be rapper before the lesson, but afterwards, they realized that they might want to pursue a career that allows them to help people more directly. Collect student responses for review and assessment.

Name _____

“JOB RANKING”

Directions: Look over the following list of 15 jobs/careers and rank them (1, 2, 3, 4, etc.) in order of importance (1=most important and 15=least important).

Parent	Nurse	Lawyer	Construction Worker
Cashier	Teacher	Athlete	Sanitation Worker
Farmer	Doctor	Police Officer	Pastor/Minister
Scientist	Judge	Musician/Rapper	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Group Member Names _____ / _____

_____ / _____ / _____

JOB SLIPS: HIERARCHY OF JOBS

(PAGE 1 OF 2)

Parent	Cashier
Nurse	Teacher
Farmer	Scientist
Doctor	Judge
Lawyer	Athlete
Police officer	Musician/Rapper

JOB SLIPS: HIERARCHY OF JOBS

(PAGE 2 OF 2)

Construction worker	Sanitation worker
Pastor/Minister	

“GROUP REFLECTION”

1. Which three jobs seem to be valued the most by your class? What is it about each of these jobs that make them important?

a. _____
Why is this job important?

b. _____
Why is this job important?

c. _____
Why is this job important?

2. Which three jobs seem to be valued the least by your class? What is it about each of these jobs that make them less important?

a. _____
Why is this job less important?

b. _____
Why is this job less important?

c. _____
Why is this job less important?

3. How well did your group work together to accomplish your task? Be specific.

4. Name one thing your group did really well?

5. Name one thing your group can do better next time?



OBJECTIVES

- Students will explore the impact of work on the individual through the medium of song
- Students will examine their own beliefs about work and attempt to express those beliefs in musical form

LEARNING STANDARDS

Writing: Research to Build and Present Knowledge, 7

Language, Knowledge of Language, 3

Speaking and Listening: Comprehension and Collaboration, 1c

MATERIALS

- Computer with Internet
- “Work Song” handout (copies needed)
- Optional: Lyrics to song “Worker’s Comp” by Mos Def

PROCEDURE

Part 1

1. Teachers can initiate a conversation about work by playing the song “Worker’s Comp” by Mos Def, which can be accessed, along with the lyrics, at the following URL: <http://www.songlyrics.com/mos-def/workers-comp-lyrics/>. Play the song once, asking students to simply listen. Play the song again, this time asking students to think about the messages about work included in the song. Follow-up with a discussion about what Mos Def may be trying to say about work in contemporary culture. Teachers might ask about the meaning of the title “Worker’s Comp” and how the title relates to the lyrics of the song.
2. Students may have various interpretations of the Mos Def song, “Worker’s Comp” and teachers may need to lead the discussion toward the portions of the song that seem to discuss work in general.
3. Ask students about their experiences with song and work. Possible questions include: Does listening to music make work easier? Do you have a particular song that really motivates you? Does listening to music improve the quality of your work or distract you from it?



Part 2

1. Note: Teachers will want to prepare for this portion of the lesson by exploring the following website: http://www.songfacts.com/category-songs_about_working.php. This site provides a list of 51 songs about work and a link to audio and/or video for each song. Teachers will need to select several songs that may be of interest to them or to their students.
2. Teachers can now deepen and extend the conversation by pointing out that people have always been interested in writing songs about work and that work itself has often been accompanied by song. Explain to students that you have selected several songs about work that are interesting to you (feel free to use the website mentioned above, or find examples of your own). Play these songs and discuss the messages about work embedded in them.
3. Teachers distribute the handout “Work Song,” which asks students to find their own songs about work. Emphasize that the songs students find could be from any time period or musical genre. This portion of the assignment could be done in class if computers are available or it could be assigned as homework. It might even be offered as an extra-credit assignment.
4. Once students have completed the “Work Song” handout, teachers can encourage students to share their discoveries with the class.

Part 3



1. Explain to students that they will now be writing their own songs about work. This activity could be completed individually or in small groups. Teachers should encourage students to write their song for any genre: Rap, Hip Hop, Country, Blues, Rock, etc. The content of the song could revolve around any form of work: school work, actual workplace experiences, chores, etc. This project may be done in class, assigned as homework or offered as an extra-credit assignment.
2. Once these projects are complete, teachers should allow time for students to share their lyrics with the class.
3. **Optional Procedure: Teachers may want to encourage students to create music videos of their work songs and/or allow them to perform their songs in class.**
4. Have students reflect on the following questions. What is the relationship between work and song? How have your ideas about work been influenced by the lyrics you have studied in this lesson?

Name: _____

WORK SONG

Instructions: Find the lyrics to a song about work. The song you select can be from any time period or genre. Read the lyrics. Try to find video or audio of your song. Then, answer the questions below about the song you have selected. Bring a copy of the lyrics of the song to class, along with this completed assignment.

1. Name of Song:
2. Name of Artist:
3. Release Date (this can be approximate if you have selected an older song...):
4. What is the message about “work” that this song presents?
5. Why do you think the artist chose to write this song? What are some of the experiences he or she might have had that led them to compose this song about work?
6. Do you agree or disagree with this message about work?

ALTERNATIVES TO A 4-YEAR COLLEGE

10-12

OBJECTIVES

- Students will investigate different vocational and training programs available as an alternative to going to college
- Students will compare several vocational programs in terms of tuition, financial aid, accreditation, etc.

LEARNING STANDARDS

Reading for Information: Craft and Structure, 4

Reading for Information: Integration of Knowledge and Ideas, 8

Reading for Information: Research to Build and Present Knowledge
7, 8, 9



MATERIALS

- Computers with Internet
- Projector, screen, and video/audio connections
- “Alternatives to 4-Year Traditional Colleges” handout (copies needed)

PROCEDURE

Part 1

1. Teacher gives the students the following writing prompt: **What are some training options for people who do not want to go to a four-year college?** Are you aware of any training programs in your area?
2. Teacher and students discuss possible options and training programs they have heard about previously.



Part 2

1. Teacher shows the whole class the website <http://www.matchcollege.com/state-colleges/OH> or <http://www.ohiocommunitycolleges.org>

2. Teacher and students look at the different possibilities for technical or vocational training such as: IT, culinary, creative arts, criminal justice, legal, technical, healthcare, medical, business or fashion.
3. Teacher asks students to pick two vocational tracks to investigate.

Part 3

1. Students are given the “Alternatives to 4-Year Colleges” handout to gather information about their chosen vocational tracks.
2. Teacher models how to investigate a vocational track using <http://www.ohiocommunitycolleges.org> or <http://www.matchcollege.com/state-colleges/OH>
3. Students will use the website to investigate their chosen vocational tracks. Teacher reminds the student that they can use other websites once they garner enough information from the technical and vocational website given.

Part 4

1. Teacher breaks students into groups. Students in groups share their findings with each other.
2. Teacher will reconvene with the class and ask groups to consider the following: Do you think you will look into vocational training after high school? How would this training be different than going to a four year college? What would work better for you?

Part 5

1. Optionally, students can make a PowerPoint presentation about a vocational school or vocational track. Students can investigate the pay scale for a vocational job and see if the cost of tuition is worth the pay of the job. For example, the cost of getting trained for Medical Billing and Coding at Remington College is around \$16,000 total. According to <http://www.payscale.com> a Medical Billing worker makes between \$8.00 to \$20.00 an hour.
2. Instead of creating a PowerPoint, students could create a pamphlet about a specific vocational school or track.

ALTERNATIVES TO TRADITIONAL FOUR-YEAR COLLEGES

VOCATIONAL TRACK	NAME OF SCHOOL	TUITION/FEES	LENGTH OF PROGRAM	PREREQS	FINANCIAL AID AVAILABLE?
<i>EXAMPLE: Basic Police Academy</i>	<i>Lakeland Community College</i>	<i>\$3,400</i>	<i>Three months/78 sessions</i>	<i>Physical fitness test, high school diploma</i>	<i>Limited, up to \$500</i>

PLANTING THE SEEDS FOR STEM ALL



OBJECTIVES

- Students will attain awareness about the numerous types of STEM occupations.
- Students will explore a single STEM career that is of interest to them.

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1.a-d

College and Career Readiness For Writing: Research to build and present knowledge 7

MATERIALS

- Computers with Internet
- Projector, screen, and video/audio connections
- Graphs handouts (copies needed)
- “My STEM Job” handout (copies needed)
- Four STEM station papers

PROCEDURE

Part 1

1. Initiate discussion, asking students if they are familiar with the term “STEM” and what the acronym stands for. Gather some responses and then explain STEM (Science, Technology, Engineering, Mathematics).
2. Based on the definition, ask the students to name some jobs that they think would fit the STEM category.
3. Start a discussion about ways in which STEM jobs help society function. This can be anything from city planning to disease research to discovering life on Mars. Play video <http://www.youtube.com/watch?v=Pv8M8MdqNfw>
4. Give some examples of STEM occupations that require post-secondary education. Use examples that would sound most interesting to high school students—zoologist, architect, chemist, astronomer, radiation technician.



5. Explain how not all STEM jobs are for brainiacs with glasses and white lab coats. Give examples of careers in STEM which require less education and perhaps more on the job training, as well as skills needed for some of these careers (for example, dietetic technician, food batchmaker, geodetic surveyors, park naturalist [ranger]). Briefly explain what each of these examples of jobs do.

Part 2

1. Designate four STEM areas of the room with a list of related jobs using the four STEM Station papers. Have students walk around to all four corners for several minutes, and then have them pick an area that interests them. Students may be unfamiliar with certain job names, so the teacher should walk around to answer any questions, like, “What’s an actuary?”
2. Have the students in each area talk with one another about why they picked it. The teacher points out any trends in popular areas and starts discussion about:
 - What made them pick that area? Was it interest in that subject? Is it their personal level of skill in that area? How much do they think the jobs pay?
 - Ask students what type of people usually work in this type of job.
 - Discuss barriers, stereotypes or mindsets that hold minorities and women back from these jobs.
 - Play video <http://www.youtube.com/watch?v=rbz0NjjPwR0>
3. Present some statistics about how men dominate almost all of these fields. There are two graphs that can be handed out as worksheets for the students to look at or this can be projected using available technology. Ask students why they think diversity is important in STEM jobs. Possible answers include:
 - Role models for young women and minorities who have interests in STEM subjects
 - Diverse points of view result in more ideas to solve complex problems
 - Equal representation in the workforce



Part 3

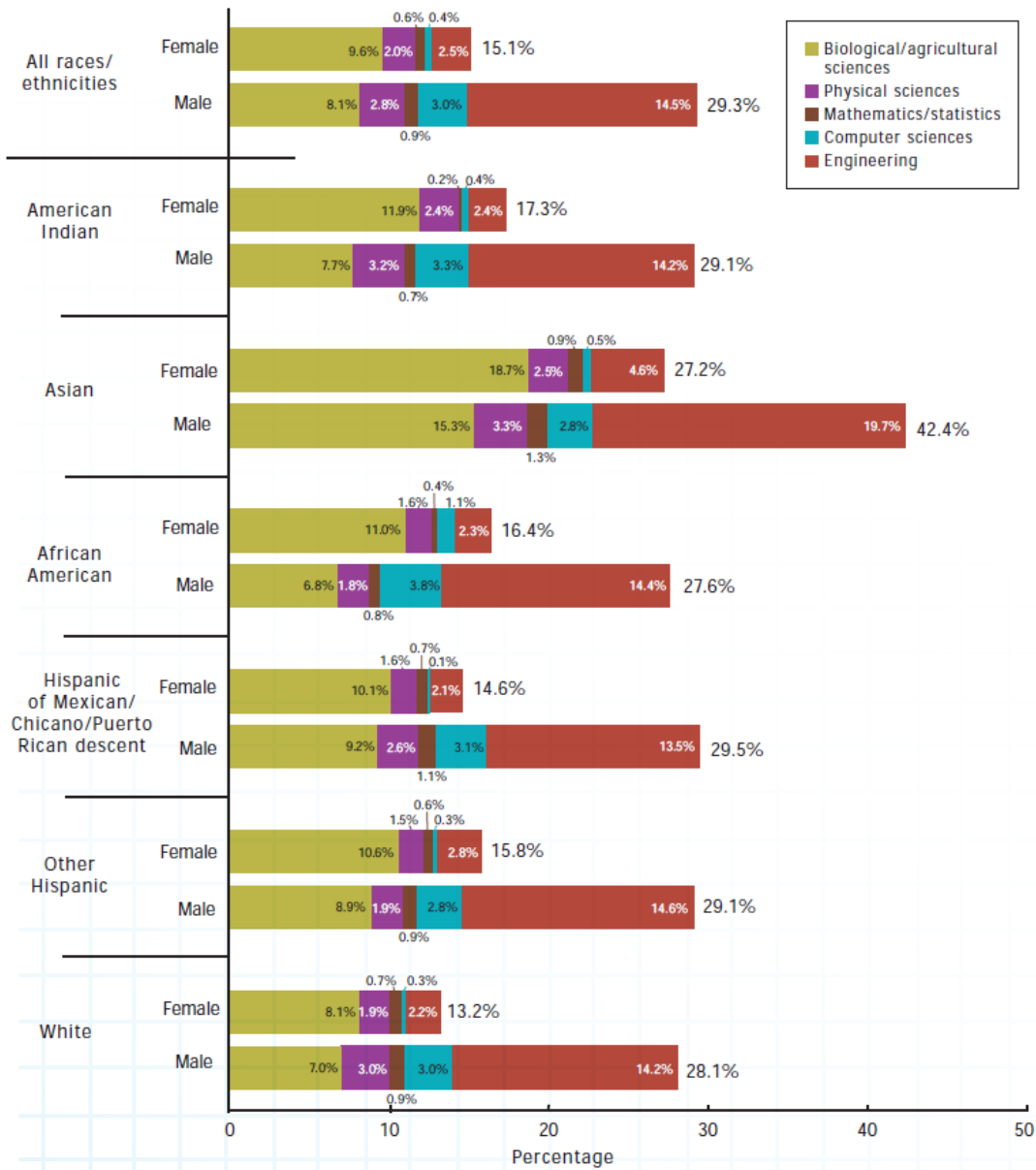


1. Have students pick a job from their area that looks most interesting to them.
2. Students visit O*Net and look up the job they picked. If they see another job on the list or can think of an unlisted STEM career that is more interesting they can switch. They will fill out the handout based on what they find.
3. Students turn in their chosen job findings at the end of class.



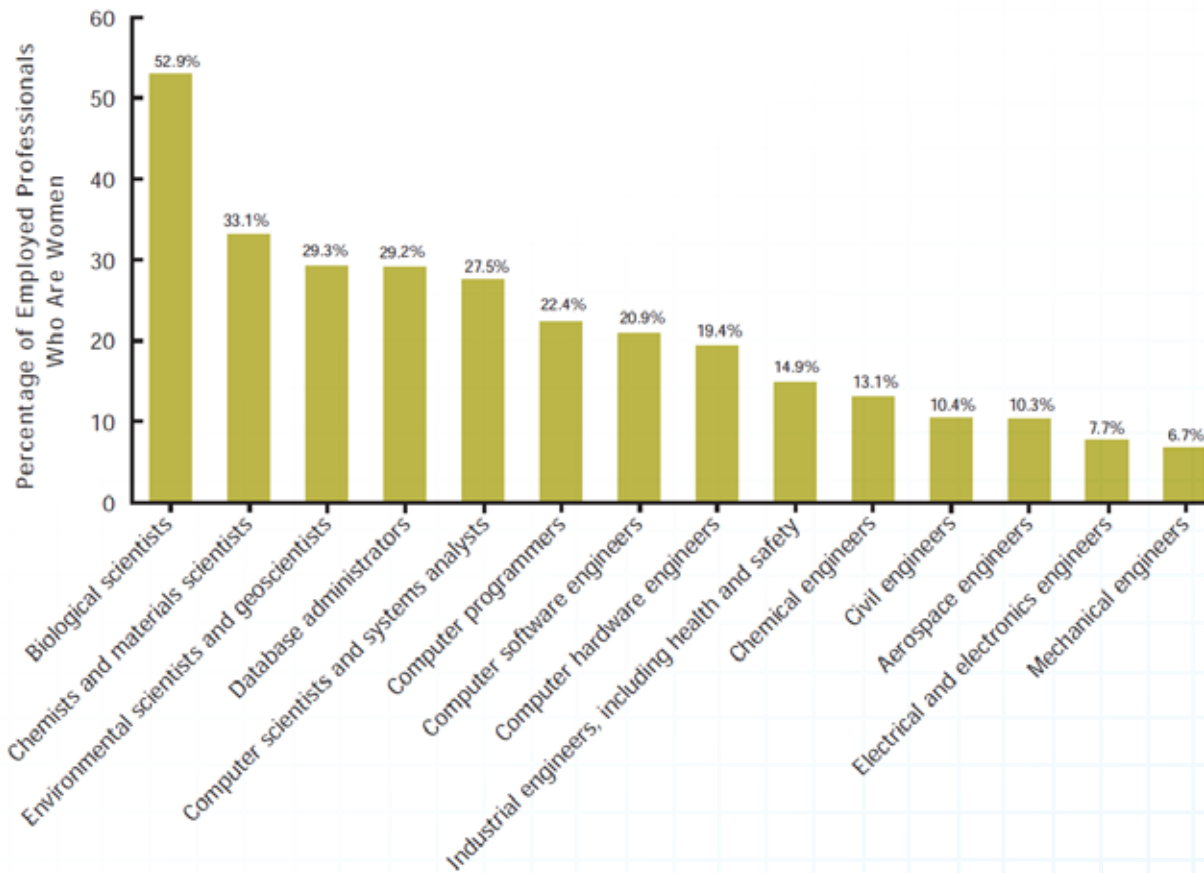
GRAPH 1

Intent of First-Year College Students to Major in STEM Fields, by Race-Ethnicity and Gender, 2006



Source: Higher Education Research Institute, 2007, Survey of the American freshman: Special tabulations (Los Angeles, CA), cited in National Science Foundation, Division of Science Resources Statistics, 2009, Women, minorities, and persons with disabilities in science and engineering: 2009 (NSF 09-305) (Arlington, VA), Table B-8.

GRAPH 2



Source: U.S. Department of Labor, Bureau of Labor Statistics, 2009, Women in the labor force: A databook (Report 1018) (Washington, DC), Table 11.

Name: _____ Date: _____

MY STEM CAREER

Instructions: Begin by visiting this website: <http://www.onetonline.org/find/stem?t=0&g=Go>

MY CAREER _____

1. What are the roles and responsibilities of someone in this career?

2. What training and/or education are necessary to get this career?

3. What is the expected outlook and growth for this career? (i.e., will there be more opportunities for someone interested in this work?)

4. What is the average pay or salary for this career?

5. After researching this job, are you still interested in it? Why or why not?

6. How effectively does your school increase your interest in the STEM subjects?

Science: STATION 1

- Epidemiologist
- Astronomer
- Biologist
- Chemist
- Nutritionist
- Forester
- Logger
- Fish and Game Warden
- Food Batchmaker
- School Psychologist
- Zoologist
- Animal Breeder
- Chemical Equipment Operator
- Photonics Engineer
- Geneticist
- Dietetic Technician



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Technology: STATION 2

- Computer Programmer
- Graphic Designer
- Videogame Designer
- Business Intelligence Analyst
- Computer and Information Research Scientist
- Computer Systems Analyst
- Database Administrators
- Financial Quantitative Analyst
- Information Security Analyst
- Mechatronics Engineer
- Software Developer
- Security Management Specialist
- Telecommunications Engineering Specialist
- Auditor



Engineering: STATION 3

- Architect
- Environmental Engineer
- Agricultural Engineer
- Aircraft Mechanic
- Drafter
- Automotive Technician
- Automotive Mechanic
- Civil Engineer
- Construction Managers
- Cost Estimators
- Electrical Engineer
- Industrial Engineer
- Manufacturing Engineer
- Marine Architect
- Geodetic Surveyor



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Math: STATION 4

- Operations Research Analyst
- Mathematician
- Physicist
- Statistician
- Mathematical Technician
- Risk Management Specialist
- Actuary
- Pricing Analyst
- Mathematics Teacher



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Tips on how to be real

“STEM careers”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Explain to the class that if you could go back in time, what STEM careers would you have explored and why. Try to stay positive about STEM and avoid mentioning why you didn't pursue a STEM-related subject.

Share with the class ways in which you observe STEM careers are different now than they were when you were in school. Did the term STEM even exist, and why do you think its importance is more relevant now than before?



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GENDER IN TODAY'S WORLD OF WORK

12



OBJECTIVES

The manufacturing labor market has traditionally been dominated by males and supported the middle class following World War II. Today, this market is dwindling. The foremost reason for this includes an aging population in need of medical care with the needed type of professionals not growing as quickly as need demands. Second, technology is being used more than ever and people with computer skills will continue to be in demand. The shift is now causing people, particularly men, to change the way they work by getting trained in what many have called “pink collar” jobs. Historically this term has referred to such jobs as secretaries, typists, nurses, dental assistants, and teachers, to name a few. Now, about 1/3 of job-seeking males are going to be filling positions in these industries across all education and income levels (Francis, 2012, U.S. News and World Report).

- Students will gain awareness of shifts in industry demand as specifically related to gender.
- Students will discuss and reflect upon the past, current, and future acceptance of males working in traditionally female dominated work.

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d

MATERIALS

- Guest Speaker (Optional)
- Projector for video
- Graphs handouts (can be projected and discussed as well)
- Optional videos to start the lesson:

Meet the Fockers <http://www.youtube.com/watch?v=xDEH4rIScD0>

Newscast about male nurses http://www.youtube.com/watch?v=t_6V_jgxUUI



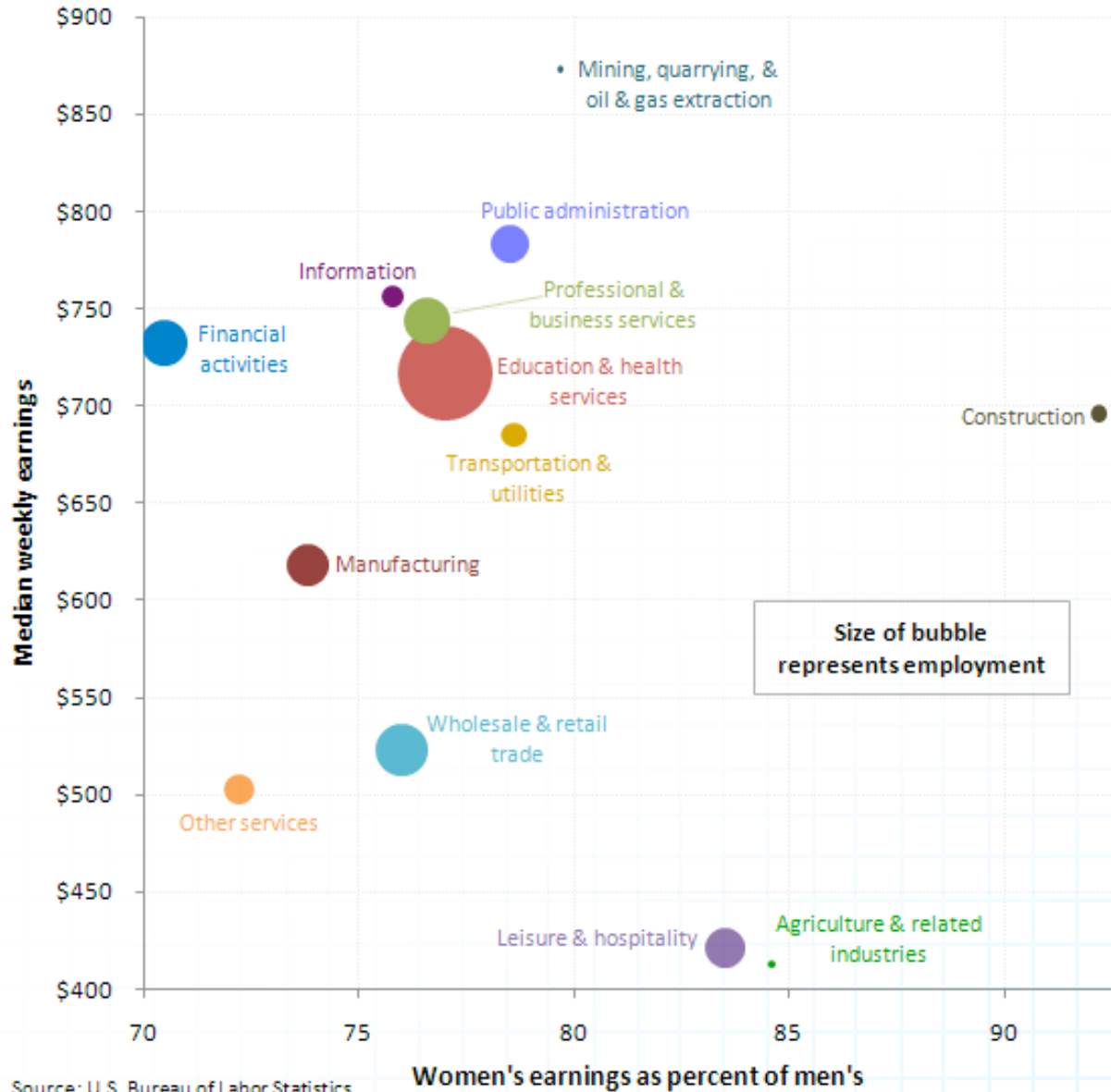
POINTS TO REMEMBER: High school students, especially boys, may feel a need to exert their masculinity or emasculate others who may be attracted to particular jobs. The teacher may have to keep in mind that any jokes or comments that are sexist or prejudicial in nature should be respectfully and safely discussed.

PROCEDURE

1. Begin the lesson by asking what jobs students consider “men’s” jobs and which jobs are considered “women’s” jobs.
2. Take a poll of the class by asking about two to three different types of jobs that they would be willing to do if they had to choose between only those jobs due to demand (e.g., “Raise your hand if you would be a nurse.” “Raise your hand if you would be a secretary or administrative assistant.”—note the gender differences in hands raised for each occupation).
3. Point out differences that you noticed to the class, generating discussion by questioning what made them decide whether or not they would be willing to do a certain job. Do they feel they will be judged by friends or family if they choose a particular career?
4. Show statistics about race, gender, socioeconomic class in regard to “women’s” jobs. Make copies of the handout or show on an overhead. Ask students what they notice in terms of salary, gender and race. Facilitate a discussion about reasons why certain industries are more female- or male-dominated than others. Why aren’t more men employed in these female-dominated industries, and vice versa?
5. Select a particular job that is typically associated with women. Split the class in half, and assign one group to argue for more men in that job, and another group to argue that men should not participate. Discuss the pros and cons of each group’s position, as well as any stereotypes that are present. After the discussion, switch the debate to a particular job that is typically associated with men, and repeat the same procedures.
6. Conclude with a class discussion about this exercise. Did some students discover stereotypes they were not aware of? What might this mean for them in their own careers?

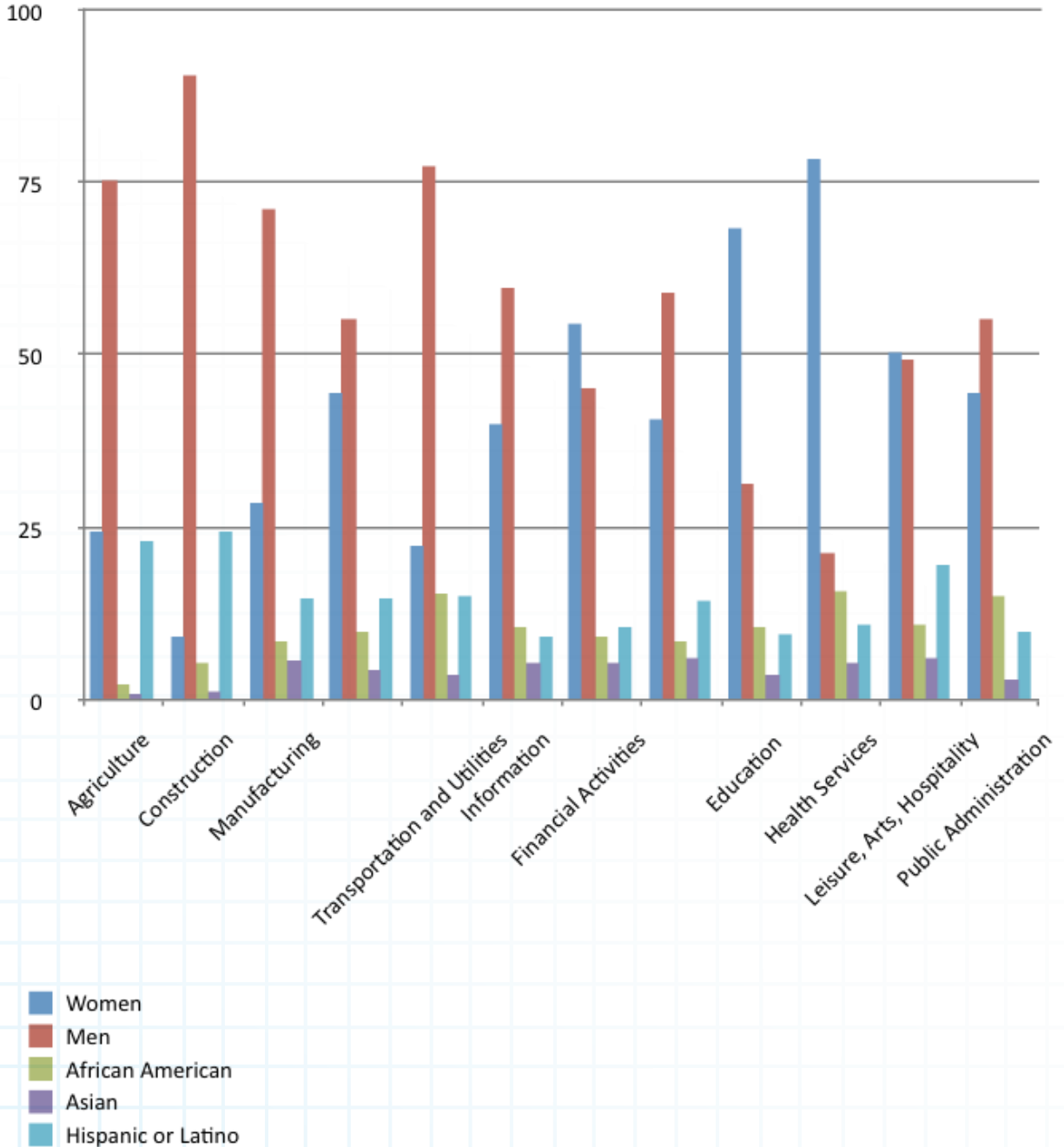


Employment and median usual weekly earnings of women, by industry, 2009



TOTAL EMPLOYED PERSONS

Percent of Total Employed Persons by Industry, Gender, Race, and Hispanic or Latino Ethnicity, 2011



Source: U.S. Bureau of Labor Statistics

“Career connections”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Tell your students about anyone you may know who has a non-traditional job based on gender. Perhaps your brother-in-law or old college roommate is a nurse with a very successful career and comfortable home life. Give as many examples as you can to help break the stereotype that these are “jobs for girls” or “jobs for boys.”



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MOST POPULAR COLLEGE DEGREES ALL

This lesson may work most effectively with grades 11 and 12

OBJECTIVES

- Students will gain awareness of the most sought-after undergraduate college degrees and apply this new knowledge by interacting in class discussion about differences in degrees between genders.
- Students will explore their personal rationale for being drawn towards a particular major or career area.

LEARNING STANDARDS

Reading Standards for Informational Text: 7

Speaking and Listening Standards: 1a-d, 2, 3

MATERIALS

- Graphs Worksheets (Top Degrees; Salaries by Discipline)
- Projector/smart board (optional)
- Computer (for interactive tool revealing college degree by gender, race in each U.S. county). *Note: Keeping feasibility in mind, this can be shown from one computer to the entire class, or in a computer lab.*



PROCEDURE

Part 1

1. Begin a discussion by asking students what they think are the most popular college degrees or majors. Ask them to provide reasons why they think so, or whether they know first-hand.
2. Pass out the graphs in the form of a worksheet or on a smart board/projector. Have them take a moment to study the images, and then interpret and discuss these further in a class discussion. What stands out? Is the degree/major information in agreement with those degrees that the students hypothesized at the start of today's discussion?

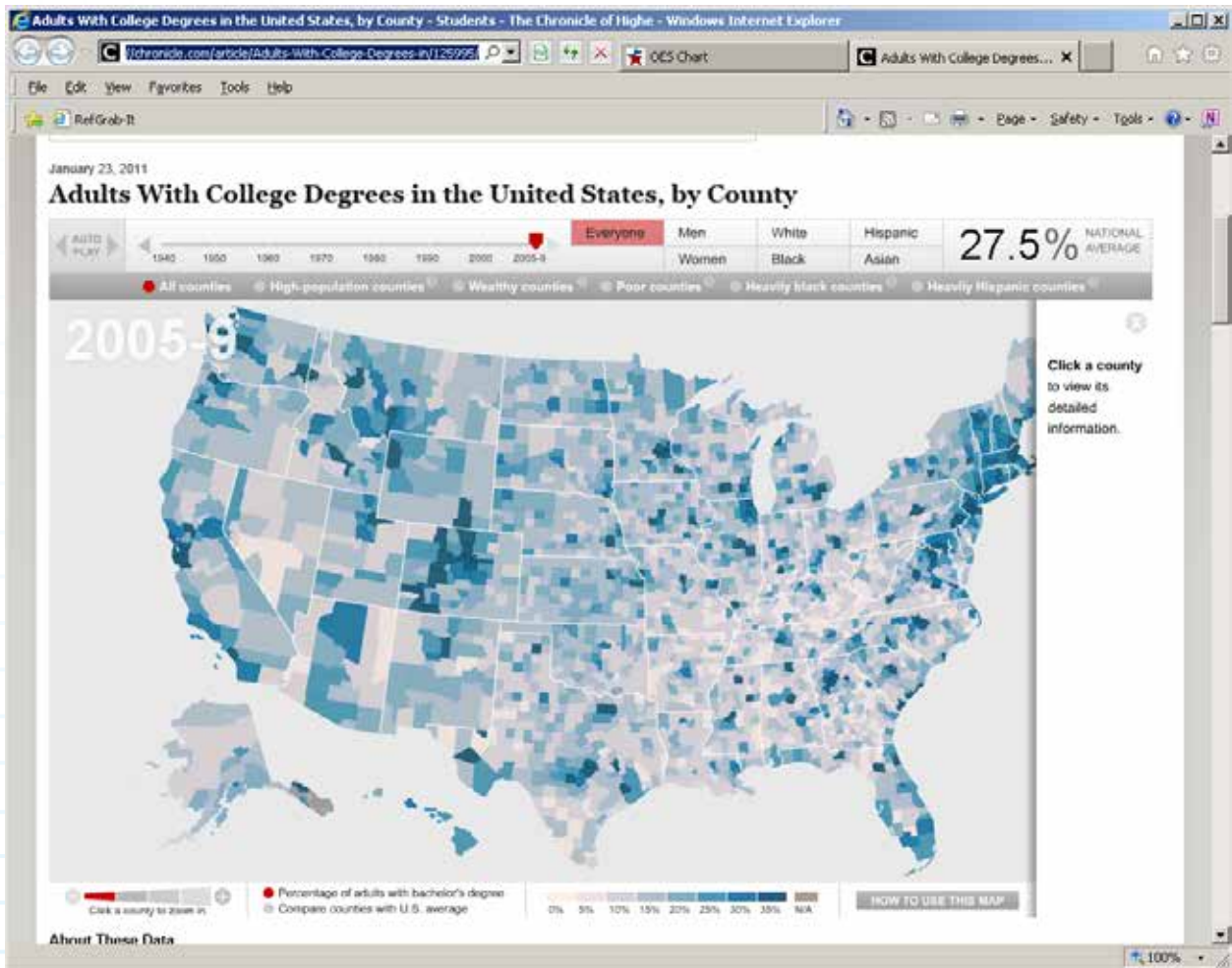
What do they imagine it is that makes these majors so popular? Is it related to pay, flexibility in skills and knowledge that can be applied to several industries? Is it a fulfilling job? Is there room for growth and what are the possibilities?



3. Students will review the interactive tool which reveals attainment of bachelor's degrees within each U.S. county, with statistical data on race and gender.

<http://chronicle.com/article/Adults-With-College-Degrees-in/125995/>

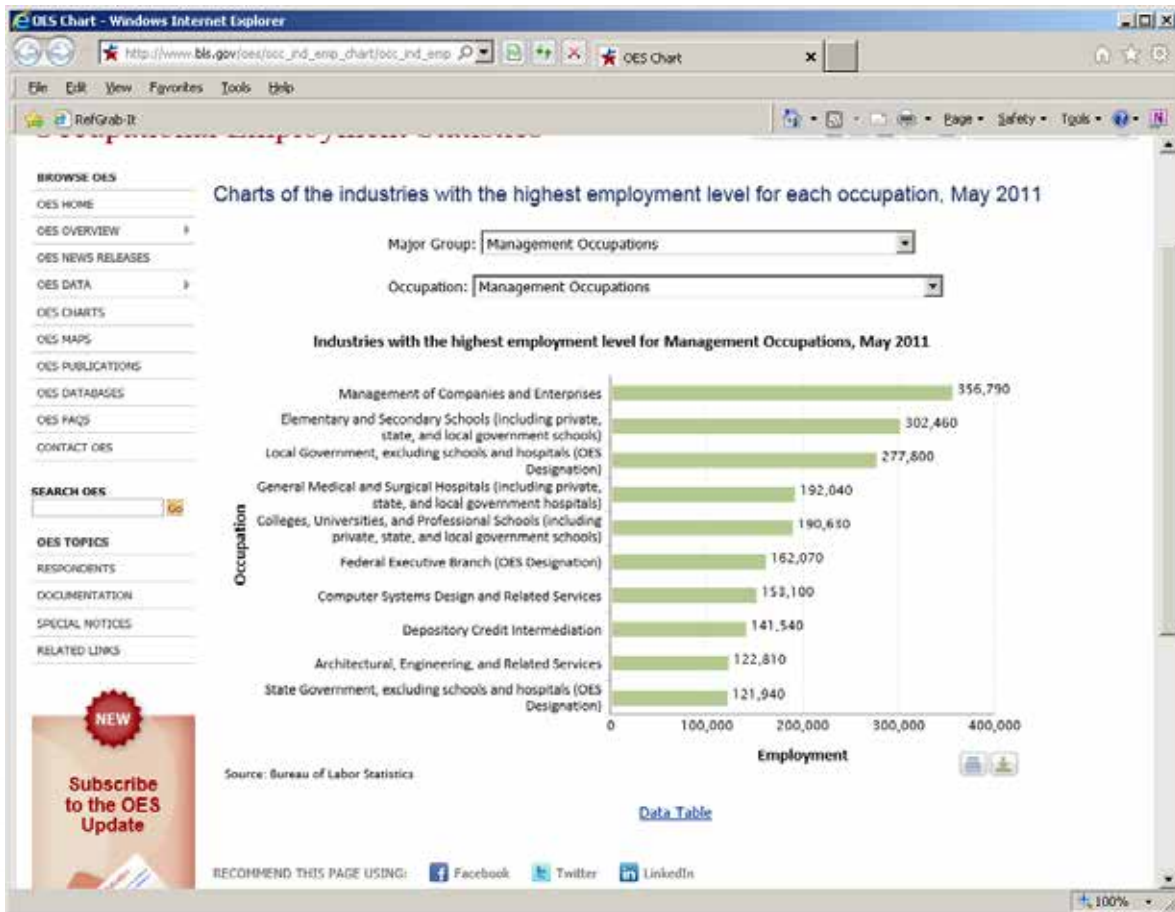
In this portion of the activity the goal is to generate discussion about the factual patterns between race, gender and bachelor's degrees. Once the teacher sees that they are observing these patterns, they may further emphasize the idea of a correlation between race and gender. Why might some areas have a much larger percentage of degree holders? Is race a factor? Are there more jobs and educational opportunities in that area? Which demographic tends to have more degrees and are there any exceptions?



4. Students (or teacher with projector) review the BLS.gov interactive charts showing specific industries with the highest employment levels in each major occupational group.

http://www.bls.gov/oes/occ_ind_emp_chart/occ_ind_emp_chart.htm

Generate discussion. The group as a whole can discuss some of the trends they find to see if the growth in these areas coincides with popularity of college majors and if any other patterns exist. Why is this important for the students to gain awareness of these facts? This discussion can be taken in many directions and should be left fairly open for the purpose of exploration.



Part 2

- Split up the room into 4 areas where students will choose to stand. This activity allows the students to decide for themselves their primary rationale for picking one of the general bachelor degree areas (it may be easiest to refer back to the graphs in order to choose) they want to major in. The 4 choice areas will be "Salary," "Values," "Interests and/or Fulfilling" and "Flexibility or Likelihood of Finding Jobs."
- The discussion which results from this may go in different directions. Go around the room having students further explain their choices.



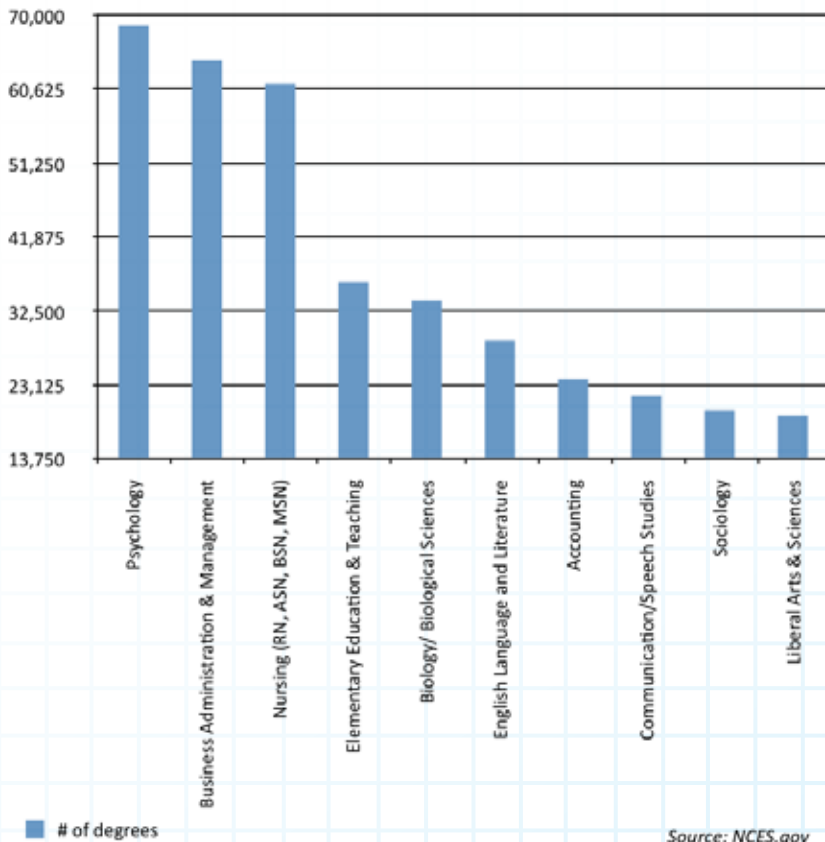
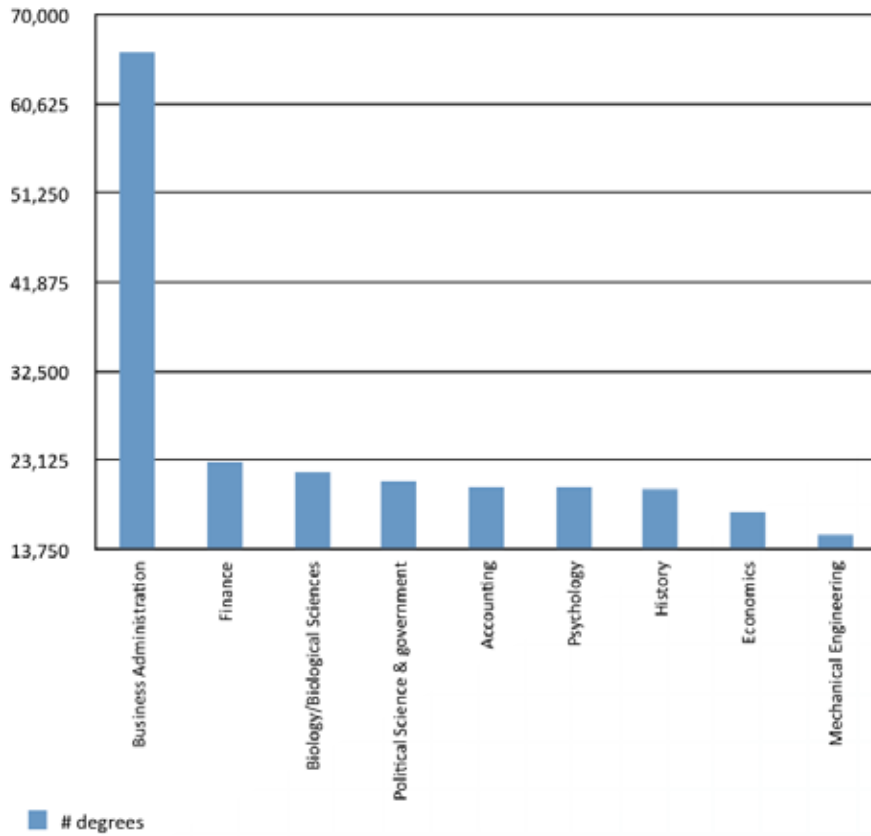
Choosing a career field

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

The teacher can explain his/her own rationale for selecting his/her chosen career field or a previous career or occupation. Do you have any regrets about a certain aspect of this chosen field (salary, values, interests, flexibility, etc)?

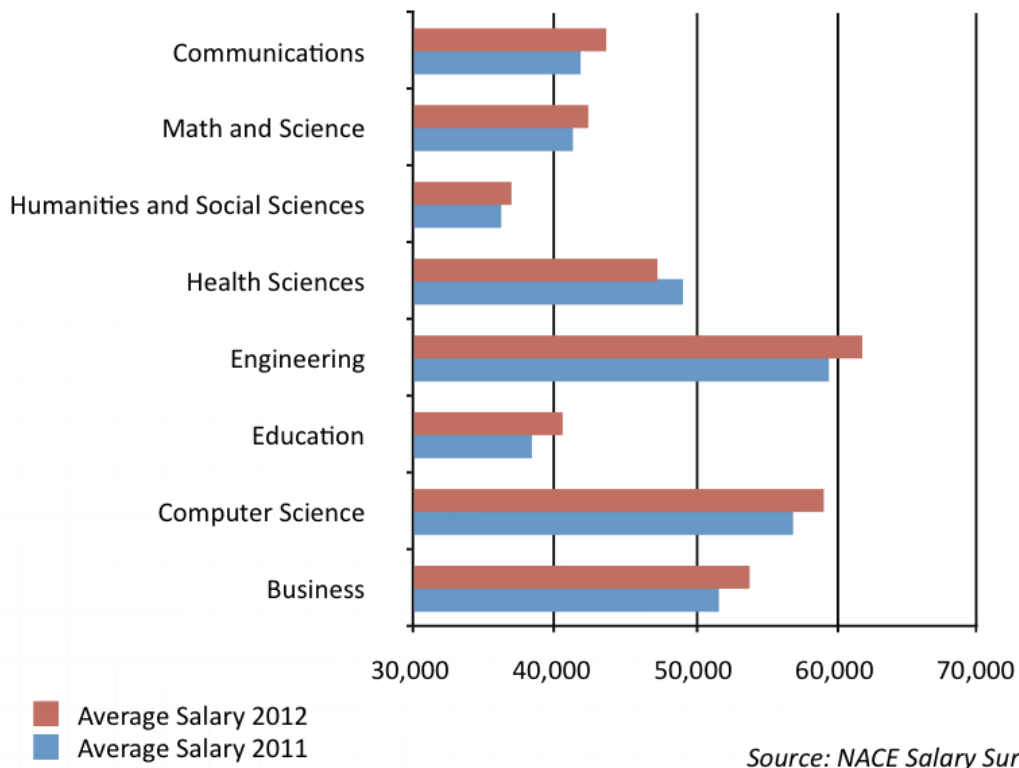


Top degrees



Source: NCES.gov

Average salaries by discipline



MODULE 3

My 21st Century Skills Toolkit

Making my
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OBJECTIVES

- Students will understand the meaning of barriers and resources through the analysis of a role model in their own lives who experienced and overcame major disadvantages/hardships.

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d

Writing:
Range of Writing 10

MATERIALS

- “Resources and Barriers” handout

PROCEDURE

1. Teachers ask the class (or small groups) what the word “resource,” the word “barrier,” and the word “goal” means to them. What comes to mind when you think of these words?

Optional Procedure: Teachers ask students how they got to school today. Getting to their 1st period class is framed as their goal. What might have prevented them from getting to their first class (e.g., not enough sleep, alarm clock not working, missed the bus, etc.)? What helped them to overcome some of these barriers (e.g., studied last night and finished all homework, determined to wake up and go to school, asked mom or dad to wake them up, had a friend call before walking to the bus stop, etc.)?

2. The class discussion should lead to the central idea that a resource refers to something that can help you reach your goals and overcome barriers to achieving those goals. A barrier refers to something that gets in your way and prevents or makes it more difficult for you to reach a goal. A goal refers to something that you desire or hope to obtain/achieve/master in the future.
3. Ask students to define the words “internal” and “external.” The discussion should lead to the core notion that internal refers to something that is inside of you (thoughts, feelings, attitudes, desires, personal strengths, personal weaknesses), whereas external refers to something that is outside of you (people, places, money, drugs, television, music, school, etc.).

4. Ask students to give some examples of internal and external resources and barriers. This part of the lesson can either be done on paper or in a discussion format. Next, ask students to think of a person who they consider to be a “role model” of overcoming major barriers or obstacles in life in order to become successful at what they are doing in the world of work today. With that person in mind, distribute the “Resources and Barriers” handout.
5. Teachers can use the handout as a way to begin active discussion as a class or in small groups.
6. This lesson could be a useful precursor to other lessons in this module dealing with the theme “Coping with Stress.” Refer to these lessons as possible extensions: Stress Management, Conflict Resolution, Deep Breathing, Stress and Coping, and Goal Maps.



RESOURCES & BARRIERS: SETTING PERSONAL GOALS

Instructions: List the internal barriers, external barriers, internal resources, and external resources you can identify for your role model. Be prepared to discuss your answers:

1. What personal goals did the role model have or aspire towards?
2. What internal barriers did he/she face?
3. What external barriers did he/she face?
4. What internal resources did he/she have?
5. What external resources did he/she have?
6. Do any of the barriers or resources you listed about your role model exist in your own life? Do you face the same struggles and have the same goals that the above person had? Explain your response.
7. How would you think about your personal goals today? Who could help with achieving your goals? Who, or what, would get in your way? What strengths do you have that would help you along the way? *Please use the back side of this paper for your response.*

“Resources and Barriers”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Share an example of an internal barrier that you faced in reaching your career goals? (E.g. *“My fear of public speaking nearly stopped me from becoming a teacher.”*)

Describe how you were able to overcome the barrier.

Share an example of an external barrier that you faced in reaching your career goals? (E.g. *“I didn't have transportation when I graduated college so it took extra effort to get to job interviews where the buses didn't run.”*)

Describe how you were able to overcome the barrier.

What resources do you have, or did you use, to overcome barriers and reach your goals?

DIFFERENT PAY FOR DIFFERENT PEOPLE

ALL

OBJECTIVES

- Students will become aware of race and gender disparities in pay across the nation
- Students will critically reflect on the sources of these disparities—both to recognize the injustice in such disparities, and to prepare students for possibly encountering them

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d

Reading Informational Text: Key Ideas and Details 1-2

Writing: Research to Build and Present Knowledge 7

MATERIALS

- “Different Pay for Different People in the US” handout
- “Interview: Pay Differentials” handout

PROCEDURE

Part 1

1. Begin the class by asking students why certain professions earn more pay than other professions. Why is it that CEOs make more money than small business owners, or that managers make more money than the office workers in the manager’s office? The goal here is to elicit some sort of statement from students about pay being based on skill and level of responsibility. Then ask if all pay differentials in the United States are fair? Which ones are not? Why or why not?
2. Pass out the “Different Pay for Different People in the US” handout and have students complete it. Teachers may need to circulate to help students read the graph on the top of the worksheet. This activity is not likely to take

The source of the statistics presented in the handout, Bureau of Labor Statistics, regularly updates median annual weekly earnings. Teachers can consult with the most up-to-date records when using this handout, or simply create a new chart with recent statistics and provide the same list of questions. The handout can be used, then, as a template for this lesson.

more than 5-10 minutes.

3. Bring students back together, and cover each question. Some flexibility can be used here – let students guide the discussion where they want to take it. They may focus the discussion on pay differentials based on gender, or they may focus on pay differentials based on race. It would be great to discuss both. In either case, try to elicit as many possible theories about why these pay differentials exist as you can. The goal is not to generate any right answer, though ideally a sense of injustice is fomented in some students as these differentials are unjust.
4. Finish by having the class vote on what they think the three most important reasons for pay differentials are in our country based on the data they just interpreted.



Part 2

Optional Procedure: This possible extension can be used to further enhance learning of the objectives through higher level thinking/PBL

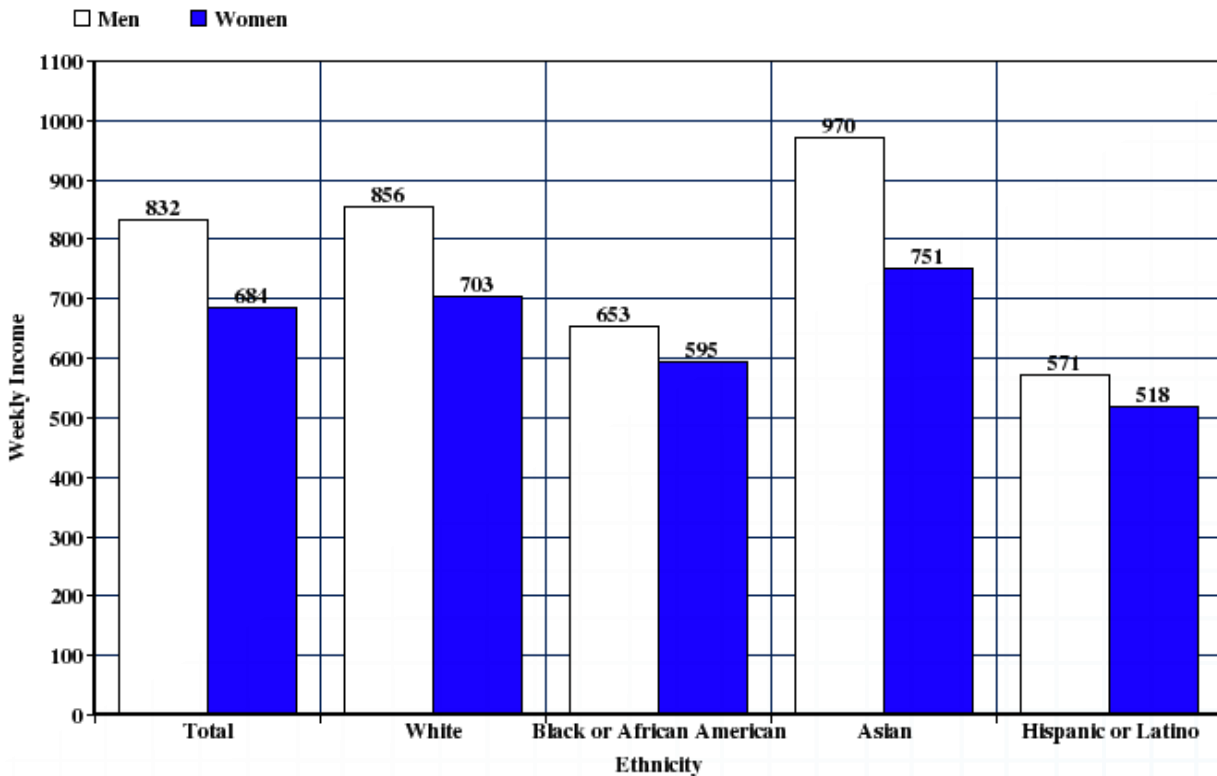
1. Tell students that, as homework, they will interview an older family member or friend using the attached interview guide sheet, “Interview: Pay Differentials.”
2. The next session, the teacher may place students in small groups to discuss their findings and draw conclusions. Teachers can determine how best to report findings based on factors specific to their environment (e.g., access to technology, time constraints, etc.).

POINTS TO REMEMBER

In all likelihood, some students will select an interviewee who may not agree with, or be aware of, differences in pay based on social or cultural groups. In fact, they may disagree with the fact that there are differences in pay based on gender and race. Some interviewees may have never even felt they were paid unfairly before in their lives. In these instances, teachers should explore with students what their reactions were to the interviewee’s responses.

DIFFERENT PAY FOR DIFFERENT PEOPLE IN THE US

Medium usual weekly earnings of full-time wage and salary workers, by sex, race, and ethnicity, 2011



*Source: Bureau of Labor Statistics

1. How much more money do men make than women, on average (look in the total column)? Why do you think this is? In other words, is it just for men to make more money than women?
2. What two racial/ethnic groups make the most money overall? Why do you think this is?
3. What two racial/ethnic groups of people make the least money? Why do you think this is?

INTERVIEW: PAY DIFFERENTIALS

Interviewer name: _____ Date: _____ Period: _____

Interviewee's gender (please circle one): MALE FEMALE

Interviewee's race/ethnicity (please check one):

White/Caucasian Black/African-American Hispanic/Latino
 Asian/Pacific Islander Other (please specify): _____

Interviewee's highest level of education completed (please check one):

Did Not Complete High School High School Diploma G.E.D.
 2-yr. College/Associates 4-yr. College/Bachelors
 Masters Degree Doctorate

1. What do you do for a living?

2. Do you feel like you are paid fairly for what you do? Have you ever felt like you were probably being paid unfairly? Explain your response.

3. How did it make you feel?

4. How did you deal with it?

5. Why do you think it is that _____ make more money than _____ in the United States?

6. What do you think a person should do to deal with such differences in pay? What actions should they take?

7. What do you think I should do to make sure I get the money I want to make?

SOCIAL CLASS AND FITTING IN ALL

OBJECTIVES

- Students will become aware of the potential effects of social class
- Students will consider the impact of cultural knowledge on job prospects
- (Optional procedure only) Students will consider the importance of civic duty/responsibility in their own community

LEARNING STANDARDS

Reading Informational Text:
Key Ideas and Details 1-3
Craft and Structure 4-6

Speaking and Listening:
Comprehension and Collaboration 1a-d

MATERIALS

- Abridged New York Times article about Della Mae Justice
- Toni Cade Bambara’s short story “The Lesson” (optional lead-in) available at <http://cai.ucdavis.edu/gender/thelesson.html>
- Sheets of notebook paper

PROCEDURE

1. Write the words “social class” on the board. Ask students to provide some definitions of social class. After you have placed several on the board, ask students how you can tell someone is from one social class as opposed to another. The goal is to capture some answers—clothes, styles, ways of talking, expectations, perceived morals—that mark one class from another.
2. Optional Procedure: If you anticipate your students will encounter difficulty with the New York Times article about Della Mae Justice, Toni Cade Bambara’s short story “The Lesson” might serve as a potential lead-in. Have students read “The Lesson.” Afterwards, have students discuss the reading using the following questions to help keep the discussion focused on social class.

- To which social class does Miss Moore belong? Provide evidence from the text to support your response.
- To which social class do the children belong? Provide evidence from the text to support your response.
- What is “the lesson” that Miss Moore is trying to teach the children? How does she attempt this?
- Do the children learn the lesson that Miss Moore is trying to teach them? How do you know?

3. Pass out the New York Times article on Della Mae Justice and have students read it. Ask them to pay attention to how it is that Della Mae always knew where she came from, and what effect this had on Della Mae and her work as a lawyer. Teachers should preview the article to define new terms before reading the article.

4. Discuss with students:

- What did they notice about Della Mae’s experiences with class?
- How did it impact her at work?
- What does Della Mae think about moving between classes?
- What were the symbols of class that she did not get or understand?

5. Break students into small groups of three or four. Ask the groups to take out a sheet of notebook paper and consider what they might do if they were in a situation similar to Della Mae? How would it make them feel? How would they deal with these feelings?

OR

Ask students to consider a time when they have been around people who were of a different social class than they were and it made them feel uncomfortable. Where were they? What type of people were they around? How did they feel specifically? What did they think the other people felt about them? What did they do?

6. Bring students back into a larger group to discuss what they wrote.

7. To conclude the activity, ask students how feeling uncomfortable might affect job performance or the ability to get certain jobs?



Optional Procedure: This possible extension can be used to further enhance learning of the objectives through higher level thinking/PBL

If both the short story “The Lesson” and the New York Times article about Della Mae were used, then the following questions can be addressed:

- What are the similarities between Della Mae and Miss Moore?
- What lesson(s) can we learn from both of these individuals regarding social class mobility?
- Why is it important to remember where you came from?
- What characters in literature or history forgot their roots?

The New York Times

Up From the Holler: Living in Two Worlds, At Home in Neither; Class Matters

Tamar Lewin. *New York Times*. (Late Edition (East Coast)). New York, N.Y.: May 19, 2005. pg. A.14. *Edited/Abridged for this lesson*

Della Mae Justice stands before the jury in the Pike County Courthouse, arguing that her client's land in Greasy Creek Hollow was illegally grabbed when the neighbors expanded their cemetery behind her home.

With her soft Appalachian accent, Ms. Justice leaves no doubt that she is a local girl, steeped in the culture of the old family cemeteries that dot the mountains here in East Kentucky. "I grew up in a holler, I surely did," she tells jurors as she lays out the boundary conflict.

Ms. Justice is, indeed, a product of the Appalachian coal-mining country where lush mountains flank rust-colored creeks, the hollows rising so steeply that there is barely room for a house on either side of the creeks. Her family was poor, living for several years in a house without indoor plumbing. Her father was absent; her older half-brother sometimes had to hunt squirrels for the family to eat. Her mother married again when Della was 9. But the stepfather, a truck driver, was frequently on the road, and her mother, who was mentally ill, often needed the young Della to care for her.

Ms. Justice was always hungry for a taste of the world beyond the mountains. Right after high school, she left Pike County, making her way through college and law school, spending time in France, Scotland and Ireland, and beginning a high-powered legal career. In just a few years she moved up the ladder from rural poverty to the high-achieving circles of the middle class.

Now, at 34, she is back home. But her journey has transformed her so thoroughly that she no longer fits in easily. Her change in status has left Ms. Justice a little off balance, seeing the world from two vantage points at the same time: the one she grew up in and the one she occupies now.

Far more than people who remain in the social class they are born to, surrounded by others of the same background, Ms. Justice is sensitive to the cultural significance of the cars people drive, the food they serve at parties, where they go on vacation—all the little clues that indicate social status. By every conventional measure, Ms. Justice is now solidly middle class, but she is still trying to learn how to feel middle class. Almost every time she expresses an idea, or explains herself, she checks whether she is being understood, asking, "Does that make sense?"

"I think class is everything, I really do," she said recently. "When you're poor and from a low socioeconomic group, you don't have a lot of choices in life. To me, being from an upper class is all about confidence. It's knowing you have choices, knowing you set the standards, knowing you have connections."

In Pikeville, the site of the Hatfield-McCoy feud (Ms. Justice is a Hatfield), memories are long and family roots mean a lot. Despite her success, Ms. Justice worries about what people might

remember about her, especially about the time when she was 15 and her life with her mother and stepfather imploded in violence, sending her into foster care for a wretched nine months.

“I was always in the lowest socioeconomic group,” she said, “but foster care ratcheted it down another notch. I hate that period of my life, when for nine months I was a child with no family.”

While she was in foster care, Ms. Justice lived in one end of a double-wide trailer, with the foster family on the other end. She slept alongside another foster child, who wet the bed, and every morning she chose her clothes from a box of hand-me-downs. She was finally rescued when her father heard about her situation and called his nephew, Joe Justice.

Joe Justice took Della Mae in. She changed schools, changed address -- changed worlds. “The shock of going to live in wealth, with Joe and Virginia, it was like Little Orphan Annie going to live with the Rockefellers,” Ms. Justice said. “It was not easy. I was shy and socially inept. For the first time, I could have had the right clothes, but I didn’t have any idea what the right clothes were. I didn’t know much about the world, and I was always afraid of making a wrong move. When we had a school trip for chorus, we went to a restaurant. I ordered a club sandwich, but when it came with those toothpicks on either end, I didn’t know how to eat it, so I just sat there, staring at it and starving, and said I didn’t feel well.”

After graduating fifth in her law school class, Ms. Justice clerked for a federal judge, then joined Lexington’s largest law firm, where she put in long hours in hopes of making partner. She and her husband bought a townhouse, took trips, ate in restaurants almost every night and spent many Sunday afternoons at real estate open houses in Lexington’s elegant older neighborhoods. By all appearances, they were on the fast track.

But Ms. Justice still felt like an outsider. Her co-editors on the law review, her fellow clerks at the court and her colleagues at the law firm all seemed to have a universe of information that had passed her by. She saw it in matters big and small—the casual references, to Che Guevara or Mount Vesuvius, that meant nothing to her; the food at dinner parties that she would not eat because it looked raw in the middle.

“I couldn’t play Trivial Pursuit, because I had no general knowledge of the world,” she said. “And while I knew East Kentucky, they all knew a whole lot about Massachusetts and the Northeast. They all knew who was important, whose father was a federal judge. They never doubted that they had the right thing to say. They never worried about anything.”

Most of all, they all had connections that fed into a huge web of people with power. “Somehow, they all just knew each other,” she said.

“The norm is, people that are born with money have money, and people who weren’t don’t,” she said recently. “I know that. I know that just to climb the three inches I have, which I’ve not gone very far, took all of my effort. I have worked hard since I was a kid and I’ve done nothing but work to try and pull myself out.”

The class a person is born into, she said, is the starting point on the continuum. “If your goal is to become, on a national scale, a very important person, you can’t start way back on the continuum, because you have too much to make up in one lifetime. You have to make up the distance you can in your lifetime so that your kids can then make up the distance in their lifetime.”

OBJECTIVES

- Students will become aware of the way their fears can inhibit their decisions about career, and even their willingness to explore it
- Students will explore how their values and career barriers interact
- Students will discover that a difficult economy can make it hard to negotiate

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d

Writing:

Research to Build and Present Knowledge 7

Range of Writing 10

Language: Vocabulary Acquisition and Use 4, 6

MATERIALS

- Notebook paper
- 4 to 5 chairs (not attached to a desk)

PROCEDURE

Zeteophobia is a term or neologism coined by the vocational researcher John Krumboltz. It means “fear of searching out,” but Krumboltz meant by it that people get so trapped in worry about the ambiguity inherent in their future that they stop working on issues. Negative thoughts can sometimes limit our ability to even get started, and we often want to wait until such negative thoughts go away before we get started on something. They may not go away. If possible, therefore, it would be helpful for students to know that they can work on career goals that are important to them even if their mind is telling them they cannot.

1. Write the word “zeteophobia” on the board. To help define it for students, draw out or describe some example of phobias (e.g. arachnophobia, hydrophobia). Explain that zeteophobia is the fear of taking action towards jobs that are important to you. Further explain that often times, figuring out what jobs are best for you is such an overwhelming process that people simply skip doing it and take the first thing that comes available. If you can cope with the intimidating aspects of thinking about your future it will benefit you.
2. Ask students to tear a sheet of paper in half. Explicitly tell students not to write their names on their individual half sheets, nor to provide any information that might allow them to be recognized, so that they can keep the exercise anonymous. Ask students to brainstorm fears – try for three, but more are great – that they have about their working future. Examples could be “I won’t be smart enough,” “there is too much to figure out,” “I will get rejected anyways, so there’s no point.” These fears can very much be based in reality – it could be “they probably won’t hire me because I’m black” or “women would never have a chance doing engineering.” They could also be self-referential – “I am too _____.” Many other examples are possible. Collect the sheets, draw a line down the height of the board, leaving about 1/3 of it for step 3. Write examples of what students came up with on the bigger space of the board (remind them that their comments are anonymous if necessary). It would probably help if the teacher listed some of his or her own fears in a genuine way.
3. Remind students of what they had worked on in the first module in identifying some of who they are. Note that one of the greatest motivators for getting past obstacles is to keep our eyes on what is important to us. Write the following on the board: my family, being a good parent, my love life, my career, my friends, my faith, my sports, knowledge, supporting my community, and relaxing. Though not an exhaustive list, these ten encompass many of people’s most important values outside of career. On the other ½ sheet, have students quickly brainstorm some of their original career goals, and to select however many of the 10 items on the board that fit with them as possible.
4. One helpful starting tool for managing negative thoughts (whether accurate or not) is something called the and/but distinction. We often say to ourselves “I could do this [thing I value] BUT I have this [negative internal experience] that means I cannot start it.” Everyone does this, including all the teachers. A teacher should begin this exercise by describing such a sentence about themselves. One can use one of the ten values above. An example might be “I could be a better graduate student, but when I get home I am so stressed out from the day that I cannot concentrate.” Ask students to write four such sentences, two of which should be about the career they hope to pursue and things they worry about getting in the way of that career, and two of which can be about their personal values from step 3. The goal is sentences of the form above.



Once students have generated four sentences, note that the word “but” comes from the old English word “be-utan,” which actually means “be outside.” Often when we say “I could do BUT” we are actually saying we want some fear or negative thought or bad feeling to “be outside” before we can start doing what we value. Ask students to erase or scratch out all of the “Buts” and write “and” in their place.

Discuss: What effect did this have on the sentence? What does doing this suggest the solution to negative self-thoughts is? Changing a word probably won’t change a situation right away, but how could you change your butts to ands in the long term?



5. Another nice tool for dealing with these negative self-thoughts is the passenger-on-the-bus exercise. For this exercise 4-5 volunteers are necessary. Set up five chairs as if they are seats on a bus and one chair is the driver (essentially one in front and four behind). One volunteer will be the driver, and the other will be the passengers. For the driver, the bus will be like his or her life. They drive it towards what they value or away from what they value. The passengers will be the driver’s negative thoughts, feelings, and memories.

Write some of the driver’s goals (both career and life), stand in front of him or her, and instruct the driver that he or she is driving towards you and his or her goals. Instruct the passengers to all at once say negative things to the driver: you aren’t smart enough, you will never accomplish those, you’re not tough enough. You might want to preface by noting that these should be like real thoughts people have - it is not intended as an opportunity to make fun of someone. After about 20-30 seconds of this, stop and ask the driver how it makes him or her feel and what it makes him or her want to say to the passengers who are yelling these things. If he or she should say “stop the bus and tell them to shut up” great. You can ask: if you turn around to talk them you have to stop the bus. Then where are you as a person going (the answer is nowhere)?

Ask students what this metaphor illustrates? What does it tell them about negative thoughts, or beliefs that they cannot do something? Note that some of these beliefs could reflect accurate situations, some will not. In either case, students should learn not to let the thoughts themselves limit progress towards goals.



6. Once students have had an opportunity to discuss the negative effects of the passenger-on-the-bus activity, have another group of students re-enact the same exercise again, but this time have the passengers provide positive thoughts, feelings, and memories to help the driver reach a future career/educational goal (e.g., finish high school, become a nurse, join the army, etc.).

After completion of the activity, ask the students to compare both scenarios and discuss which one they preferred (the choice should be an obvious one and will hopefully leave students with a stronger sense of control and empowerment).

References

Both the “and/but” exercise and the “passengers on a bus” exercise borrowed from:

Hayes, S. C., Strosahl, K. D., & Wilson K. G. (1999). *Acceptance and commitment therapy: An experiential approach to behavior change*. New York: Guilford.

For a short primer on zeteophobia, see:

Krumboltz, J. D. (1993). *Integrating career and personal counseling*. *The Career Development Quarterly*, 42, 143-148.

Tips on keeping it real

“Zeteophobia”

Sharing some of your own fears and negative thoughts can help students to see that successful adults have struggles and also show them that you respect them enough to reveal feeling that are personal and important.

Share some of your own fears from your past.
(E.g. “I used to have a fear of public speaking.”)

Share an example of something that a fear crippled you from trying or doing. Note that this does not need to be a profoundly personal example.
(E.g. “I’m very afraid of spiders so I missed out on a family camping trip.”)

Share some example negative thoughts using the and/but distinction:
(E.g., *I could be a better teacher, but I’m stressed by so much work I don’t have the energy.*)

Share an example of a fear you were able to overcome (A career example is preferable).

OBJECTIVES

- Students will complete a generic job application and participate in mock job interviews
- Students will learn interview skills and actively discuss career competencies with reference to cultural diversity and their own development

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d

Language:

Conventions of Standard English 1, 2a-c
Knowledge of Language 3

Writing:

Knowledge of Language 3
Production and Distribution of Writing 4-5

MATERIALS

- Blank job application forms (not included)
- Large poster paper
- “Mock Interview Questions” handout
- “The Ideal Applicant” handout

PROCEDURE

Part 1

1. Students are instructed to form groups or groups are assigned.
2. Teachers instruct students to imagine that they are going to an interview for a summer job that they would really like to have, and to think of as many interview tips or behaviors as they can which would enhance their chances of being hired for that job.

POINTS TO REMEMBER

In all likelihood, some students have probably not “worked” in the sense of earning money from an employer. However, teachers should first ask students if any of them have had a paid job before. If so, what do they do or what did they do? What did they enjoy about their jobs? What did they not like?

3. Group members select a “recorder” to write down all of their ideas on a large poster sheet.
4. When students have completed their lists, teachers pass out the “The Ideal Applicant” handout to group members and ask them if the characteristics and behavior of this “ideal” job applicant match the characteristics and behaviors of their own ideal list. Alternatively, teachers may wish to role-play an interview, and ask students to write down what they thought were good and poor interview behaviors.

POINTS TO REMEMBER

Teachers should attempt to generate an active discussion and explanation of the behaviors on both the “The Ideal Applicant” handout and the group lists. For example, do students have the same understanding of “Use positive body language” or “Be assertive?” Would everyone in the group want to “Use a firm handshake” or “Look directly at the interviewer?” Why or why not?

5. Teachers should be aware during group discussion that issues of cultural conflict between different conceptualizations of “good interview behavior” may arise for some students. In these instances, it is important for the teacher to explore with students how they can, for example, “Speak standard, proper English” during an interview and at the same time feel positive and affirmative of their own identity. These issues should be explored in a sensitive manner.

Part 2

1. When students have had a sufficient amount of time to process the first activity, distribute a Blank Job Application and instruct students to pretend that they are filling it out for the ideal summer job of their choice. Teachers can download blank application forms from the Internet to distribute to students. Teachers ask students if anyone has actually filled out an application before.
2. Teachers give individual assistance to students as they complete the sample application form.
3. Teachers should try to help students highlight their strengths in the application form.
4. When students have completed their job application forms, they are instructed to exchange them with another student for peer review concerning neatness, spelling, and completeness, with teachers giving assistance when appropriate.

Part 3

1. After the exchange and peer review, teachers pass out the “Mock Interview Questions” handout to students and ask them to continue to work in their groups in brainstorming possible responses to these questions. Teachers should inform students that these are common questions during an interview, and that it is helpful for them to write down possible answers to these questions.
2. Teachers can decide if an adult or a peer will interview students using the job applications they filled out and questions from the interview questionnaire.
3. Teachers may want to volunteer and demonstrate an interview as a model for the students. Ask students what they would want to know about you. Write their ideas on the board.

Part 4

1. Students perform mock job interviews with each other or with a teacher.
2. After each mock interview, students are instructed to give each other feedback. What went well? What could have been improved? What felt a little strange or uncomfortable? How might the interviewee have improved his or her performance?
3. Teachers should help students in giving each other feedback.
4. Teachers should observe mock interviews and give feedback.

THE IDEAL APPLICANT...

1. ...comes on time and is punctual.
2. ...dresses for success (looks good).
3. ...looks directly at the interviewer.
4. ...introduces one's self.
5. ...uses a firm handshake.
6. ...is assertive and isn't afraid to speak about one's assets or positive qualities.
7. ...acts interested in the job.
8. ...speaks standard, proper English clearly.
9. ...uses positive body language.
10. ...listens carefully and asks questions.
11. ...thanks the interviewer at the end, no matter what happens.

MOCK INTERVIEW QUESTIONS

Instructions: Write some possible answers to the following questions. These are common questions asked during an interview. You will be asked these questions during your role play.

1. What are your greatest strengths?
2. Why are you interested in this type of work?
3. Some people lose their tempers in a tough situation. Tell me about a time when you were able to handle a difficult situation successfully.
4. What would you do if you knew you were going to be late for work?
5. Why should I choose you for this position?
6. Describe a situation where you have overcome a barrier in life?
7. What are your favorite classes and why?
8. What do you plan to do after high school?
9. Who would be most surprised by your success?
10. What people in your life have most helped you to know what you want for the future?

“Mock Interviews”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Sharing an experience of having an interview allows students to relate their “mock interview” experience to an adult's real world experience. Share an interview experience with students. You may want to include the follow types of information:

What did you do to prepare?

How did you feel before, during and after the interview?
(E.g. you may demonstrate that nervousness does not indicate failure.)

What types of behaviors did you use from the “Ideal Applicant Sheet”?

Were there any behaviors that were difficult to use or that you didn't use?

Did you get the job/ or not?

COLLABORATIVE RESUME WRITING ALL

OBJECTIVES

- Students will explore what elements go into a solid versus a problematic resume
- Students will actually create their own resume

LEARNING STANDARDS

Reading:
Informational Text, Craft and Structure, 6

Writing:
Production and Distribution of Writing, 4

MATERIALS

- Al Kahalic handout (copies needed)
[Download this bad resume from: *http://app.crc.ufl.edu/services/jobsearch/documents/badresume.pdf*](http://app.crc.ufl.edu/services/jobsearch/documents/badresume.pdf)
Note: The “answers” and recommendations are on the pages following the example.
- “Example Resume from Student” handout (copies needed)
- Resume Template (if desired)
- Pen, pencil



PROCEDURE

Part 1

1. Break students into pairs and distribute the “Al Kahalic” resume sample to each pair. Give each pair 5-10 minutes and ask them to find everything they believe is wrong with this resume. Do not prepare students too much for this activity, just let them go and see what they come up with. Students will likely be able to find several of the problematic elements present in this resume, and the class discussion of the problems provides a useful sense of what students already know.

2. Bring the class back together and have each group point out at least one thing they found wrong with the resume. It is preferable to have a somewhere to write down the problems students generate, whether a board, butcher paper, smart board, etc. On the original “Emily Employable” bad resume below several of the resume’s problems are listed in a bulleted list at the bottom. Teachers could and should add to this list, possibly by asking students “what else should you not do on a resume?” Possible additions/points could include:

- No word art, clip art, or colored text
- No photos
- No spelling errors
- No slang



3. As a class, brainstorm what should be included on a resume. Once again, write down the ideas students generate wherever this is typically done in your classroom. Generally resumes should include the following (though students may generate many other ideas):

- Contact information
- Objective
- Education
- Work experience
 - *Should describe what a student did at a particular job.*
 - *For younger people, less formal forms of work may sometimes be included here (e.g. if a young person has regularly babysat, has worked for his or her parents company, or has worked at a family restaurant).*
- Activities
 - *During high school that demonstrate leadership abilities, strong interests, or responsibility.*
- Honors and awards

Part 2



Contingent on the length of the discussions above, which could easily take 30 minutes, the lesson could potentially end at point 3. Teachers are strongly encouraged to actually make students create a resume they can use. Students will benefit, and it will give teachers a chance to evaluate what students did or did not retain and understand from the resume discussion. To do so, teachers should prepare their own resume beforehand to help them remember the set of steps the use when making a resume. There is really no way to lay out a one size fits all set of resume steps here, but having some set of steps in mind will probably be necessary to teach students. A considerable amount of time will likely be spent helping students one-on-one or in small groups. Many students may not know how to create bulleted lists, bold headings, or how to adjust font sizes. Also, many adults will resort to using templates in Word, which employers do not prefer.

- A sheet designed to guide students in the information necessary on a resume is provided in the lesson.
- An example resume that someone who just graduated high school might have is provided below, in word format so that a teacher can modify it anyway they like. Some students may be able to almost copy this resume in Word.

Jane Q. Johnson

1856 222nd Avenue
Euclid, OH 44120
216-123-4567
JQJohnson@gmail.com

Objective

To obtain an entry-level position working in data management in the healthcare industry.

Education

Cuyahoga Community College, Cleveland, OH June 2014 (expected)
Healthcare Information Technology Certificate

Euclid High School, Euclid, OH June 2012
High School Diploma

Experience

Wendy's Hamburgers, Euclid, OH June 2011 - present
Customer Service Representative

- Placed customer orders and worked with customers to solve customer complaints
- Assisted with food preparation as necessary
- Maintained dining room cleanliness
- Prepared dining room for next day's business at the close of shift

Various Homes, Euclid, OH Jun 2009 – Aug 2010
Babysitter

- Watched up to three children for four to five hours at a time
- Generated original activities and games to keep children entertained
- Followed specific instructions provided by individual parents

Activities and Volunteer Experience

- Euclid High School Girls Basketball, 2008 – 2012, varsity 2010 - 2012
- Euclid High School Spanish Club, 2009 – 2012
- Euclid Baptist Church, Sunday School Instructor 2011 – 2012

Skills

Microsoft Word, Red Cross CPR and First Aid certified

References

Available upon request

RESUME INFORMATION GUIDE

Name	
Address	
Phone Number	
Email Address	
EDUCATION	
College or Other Training Degree and Year	
<i>Institution, City, State</i>	
High School Degree Type and Year	
<i>Institution, City, State</i>	
WORK EXPERIENCE	
Employer	
Job Title	
City, State	
Dates Employed (months and years)	
Accomplishments	
Employer	
Job Title	
City, State	
Dates Employed (months and years)	
Accomplishments	
Employer	
Job Title	
City, State	
Dates Employed (months and years)	
Accomplishments	

Skills

Honors/Awards/Activities

OBJECTIVES

- Students will learn helpful stress management techniques
- Students will learn how to identify different kinds of stress

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d

Presentation of Knowledge and Ideas 4

MATERIALS

- “Stress Management Chart” handout
- “Stress Management” handout

PROCEDURE

1. Teachers introduce the lesson by writing the word STRESS on the board. Create a web graphic, asking students to share various forms of stress they have experienced.
2. Ask students to group their responses into three broad categories.
3. All of us have stress in our lives. We can manage stress effectively or ineffectively by the actions we do or do not take. Today we will talk about how to manage stress so we don't feel overwhelmed.
4. Pass out the “Stress Management Chart” handout to students (in small groups) and discuss the table.
5. Ask students to compare their broad categories to those listed on the handout:
 - **ACADEMIC STRESS:** Influenced by demands of school, such as homework, tests, and projects, and balancing these with home life.
 - **SOCIAL STRESS:** Influenced by interactions with others, such as how others treat you, making friends, fitting in and managing relationships.
 - **FINANCIAL STRESS:** Influenced by money, ability to pay bills, buy necessities such as food, and having money for recreational activities.
6. Ask students to share their experiences. Discuss the following:

- How they managed this stressful event.
 - What it felt like to be stressed (physically, mentally and emotionally).
 - How did this stress affect other aspects of their lives?
 - Is this an ongoing stress, or something that only happens once in a while?
 - If it is an ongoing stress, are there ways that it can be alleviated?
7. Ask students to share a situation in which one of their family members was under stress because of their job or their education. What happened? How did they manage it? Do you think they managed it well or not well? Why or why not?
 8. Pass out the “Stress Management” handout. In small groups, ask students to choose one of the stress examples located in the boxes. Instruct each student to share with the group how they would manage each example, and then provide an opportunity for the group to respond to the student and discuss how other people might have managed it differently. There is not necessarily a right or wrong answer to every example. Teachers should explore the reasons behind each student’s response and put them into their own life context.
 9. Bring the class back together as a large group. Discuss with students how stress can be found not only in their current life now, but also in their future work life.
 10. Can they see how all of the different kinds of stress in the table can be found in the workplace as well? Since similar stress is found in the workplace, learning effective stress management can not only help them now, but also in their future work life.

Optional Procedures: These possible extensions can be used to further enhance learning of the objectives through higher level thinking/PBL

1. Have students work together in small groups (3-4 students) to role play some of the situations listed on the “Stress Management” handout. Afterwards, have students discuss how they utilized successful stress management techniques.
2. Have students participate in a week-long journaling activity (5 minutes or so at the start of class) in which they describe stressful situations they’ve recently encountered and their responses to those situations.



STRESS MANAGEMENT CHART

ACADEMIC STRESS	SOCIAL STRESS	FINANCIAL STRESS
<p>Examples</p> <ul style="list-style-type: none"> • Homework • Tests • Papers • Projects • School and home life 	<p>Examples</p> <ul style="list-style-type: none"> • Making friends • Fitting in • Managing relationships 	<p>Examples</p> <ul style="list-style-type: none"> • Ability to pay bills • Buy necessities, such as food • Money for recreational activities
<p>Stress Management</p> <ul style="list-style-type: none"> • Be prepared—Study! • Plan out a schedule for school work • Turn in assignments on time • Don't procrastinate! • Ask for help • Study buddy 	<p>Stress Management</p> <ul style="list-style-type: none"> • Communicate effectively with others • Use effective conflict resolution skills 	<p>Stress Management</p> <ul style="list-style-type: none"> • Create a budget • Spend wisely • Pay your bills on time • Keep track of your bank account • Keep personal information private

General Stress Management:

For all three types of stress

- Talk to a counselor or someone you trust
- Exercise
- Listen to music/read a book
- Think positively
- Use relaxation techniques (deep breathing)
- Keep a journal
- Watch a funny movie (Laugh!)
- Engage in healthy enjoyable activities that help you relax

STRESS MANAGEMENT HANDOUT

<p>You have a big test next week that you are worried about. What can you do to manage this stress?</p>	<p>You have a big project due for each class, all in the same week at the end of the month. What can you do to manage this stress?</p>
<p>You are stressed out because you got into an argument with your best friend. What can you do to manage this stress?</p>	<p>Your boss needs you to work overtime this week and you feel stressed because you also have a lot to do at home. What can you do to manage this stress?</p>
<p>You have a lot of expenses this month and you are worried about being able to pay your bills. What can you do to manage this stress?</p>	<p>You really want to go to a concert, but you are not sure that you will have enough money to pay all of your bills after buying your tickets. What can you do to manage this stress?</p>
<p>You are training for a new job and feel stressed about catching on. What can you do to manage this stress?</p>	<p>At your job, you feel overloaded with work and you feel you don't have enough time to complete it all. What can you do to manage this stress?</p>

“Stress management”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Give an example of a stressful event (academic or in the workplace) you have experienced. Share how you felt during this stressful event and how it might have affected other areas of your life. *(It may be difficult, but try to make your example genuine and also student friendly.)*

Share how you alleviated the stress and to what level you felt you were successful in using stress management strategies. *(E.g. “I make myself spend two or more hours working before taking a break for a movie, book, sports, etc.”)*

Share some examples of things you do to manage stress and/or some ways you might be helpful to use stress management techniques more often personally. *(E.g., I like to listen to music in the car on the way home from work to relax. I also use deep breathing before I have to give a presentation or go into a stressful meeting. I could use positive thinking more often in addition before I give presentations.)*

OBJECTIVES

- Students will learn effective ways of handling interpersonal conflict
- Students will be able to connect conflict resolution strategies with school and work

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d

Presentation of Knowledge and Ideas 4, 6

MATERIALS

- “Conflict Resolution” handout

PROCEDURE

Part 1

There are times in our lives when we get into conflict with others. It is inevitable that we will not always get along with and agree with every person that we meet. This will occur not only in our personal lives, but also in our school lives and work lives. It is necessary to be able to manage these conflicts so that we are not constantly getting into arguments with those around us and so that we can reduce tension. This is especially important at work because we often have no choice of who we work with. We may even have to work cooperatively with co-workers that we do not get along with. It would be hard to be productive if we were constantly arguing and conflicting with the co-worker without coming to a solution or agreement.

1. After introducing the concept and relevance of conflict resolution above, ask students to share a conflict that they recently had with someone. How did they react in this situation? Did the conflict come to a good resolution? Why or why not? If not, could they have done something differently?
2. Create a chart on the whiteboard of effective and ineffective ways of handling conflicts that students came up with in their examples.

3. Pass out the “Conflict Resolution” handouts and discuss both the helpful and ineffective strategies with students. Ask them when they have used such strategies in their own lives. Do they agree with the list of helpful and ineffective strategies? Do they believe that sometimes helpful strategies on the list seem ineffective? Can ineffective strategies result in additional consequences or simply work to delay the actual conflict? The point is not that certain strategies are right or wrong across every single situation, but how they may be helpful or not so helpful. We always want to emphasize, however, a student’s life context and not to be judgmental about how they have dealt with problems before.

Part 2

1. Explain to students that they are going to be doing a 2-3 minute role play project in small groups (3-4 students each) that they will be presenting to the class.
2. They can choose a situation in which they are in conflict with another group member(s). Encourage students to use a conflict or a similar conflict to one that they have actually experienced. Give students 10-15 minutes to organize and plan out their role play.
3. They should first act out a conflict with their group in which they believe the outcome did not go well, and a positive resolution was not met because their conflict resolution strategies were ineffective.
4. In the second part, they should act out the same conflict with their group, but this time present a resolution in which they used positive conflict resolution strategies.
5. Tell students they need to be prepared to tell the class why they think the way they handled the conflict worked or did not work in each situation. If it did not work, what could they have done to better manage the conflict?
6. Have each team present their role play to the class. If time is limited, the teacher may ask one team to present instead.



Part 3



1. Ask students if they can now see how conflicts can arise in both work and school settings and how using positive conflict resolution strategies can help. Ask for possible examples from students. For students who have a job, ask them to share conflicts that they had in the work place, how did they handle these?
2. Give an example such as your coworker is working with you on a big project and he or she is not willing to even consider any of your suggestions. What is an effective way that you could resolve this conflict?



CONFLICT RESOLUTION STRATEGIES

Helpful Strategies for Managing Your Conflict

1. **Both people agree to follow the “rules for fair fighting.”** Rules need to be established so that no one “fights dirty”. For example, no name calling, no “hitting below the belt”, no avoiding the subject, etc.
2. **The goal is for both people to be satisfied with the outcome.** This means that you may need to compromise- the solution isn’t necessarily getting what you want, but coming to a solution that you can both live with. This may mean considering alternatives that you hadn’t considered before.
3. **Set a time to have a discussion about the conflict.** This should be a time that is convenient for both of you and neither of you are under a lot of stress. This allows time for both of you to calm down and gives time to think about the conflict and what you need to say. Allow enough time so that you both discuss what you need to (10 minutes before you need to leave for work will not be enough time).
4. **Don’t argue when you are emotionally upset.** Often times when people’s emotions are running high (they are angry, hurt, stressed, etc.) it is hard to think clearly and they may say things that they later regret. Wait until you have calmed down and you can think clearly. You may need to tell the other person that your emotions are running high and you can’t think clearly, so you would like to speak with them later when you are calmed down.
5. **Know when to stop.** Once you have reached an agreement or both feel better about the issue, stop discussing problems in the relationship. If needed you can talk about it another day.
6. **Take responsibility for your feelings.** Try to use “I” statements rather than “you” statements so that it does not sound like you are trying to blame the other person. For example, “I feel frustrated when you don’t acknowledge my suggestions” instead of “You don’t acknowledge my suggestions and that is really frustrating”.
7. **Describe the behavior that you want changed rather than criticizing it.** If you describe the problem behavior, then the other person can see what you would like them to work on. Instead of saying, “You are really mean and you don’t care about anyone’s feelings but your own”, you could say “It can come off like you don’t care about other peoples feelings when you interrupt myself and others during conversation and you sometimes say very hurtful things”.
8. **Focus on the here-and-now issue.** Don’t focus on something that happened in the past that can not be changed. Focus on the present and future, which you can work on. Also focus on one issue at a time so that neither of you feel overwhelmed.
9. **Make the other person feel confident that you are not trying to hurt them.** If the other person feels that they can trust you, then it will be easier to discuss important issues because the other person will feel safe. For example, let them know that you are not trying to hurt or criticize them, you are just trying to resolve the issue.

INEFFECTIVE STRATEGIES FOR MANAGING YOUR CONFLICT

1. **Name calling.** You throw any hurtful name at the other person. Things like, “Loser,” “Jerk,” “Freak” and any profanities.
2. **Reversing the attack.** It started out that they had an issue with you and then you turn it around to make the issue their fault. For example, you keep forgetting to return a movie that they let you borrow and you tell them that they are just too pushy and they need to relax.
3. **Hitting “below the belt”** Saying things that are intentionally meant to hurt the other person. This can be bringing up issues that are especially sensitive to the other person or things that they can not easily change.
4. **Picking an argument about something small and trivial because you are upset about something else that the other person did.** This is a way of releasing your frustration to the other person, but not bringing up the issue that you are actually upset about, in return the real issue does not get resolved.
5. **Giving the “silent treatment”.** This is refusing to speak to the person that you are upset with. When they ask you what’s wrong you may respond with, “nothing”, if you say anything at all. This is not helpful because the issue that you have with the other person is never addressed.
6. **Changing the subject.** When the other person tries to talk about the subject of conflict, you change the subject to something else. Humor can also be used to avoid the topic.
7. **“Bottling it up”** This involves holding in irritations about the other person. You hold the irritations in so long and they keep adding up until they do one more thing that irritates you and you “explode” and lose your temper. The behavior that made you lose your temper can be out of proportion to your exploding reaction.
8. **Over-reacting.** You turn a minor issue into a major issue by losing your temper and blowing up about it. This is the idea of “making a mountain out of a mole hill”.
9. **Hit and run.** This is bringing up an issue with the other person and then leaving. For example, you tell a coworker about an issue that you have with them right as you are going out the door to go home.
10. **Over-mirroring.** You repeat to the other person just what they said to you.
Example
Person 1: You don’t listen to me when I speak.
You: You don’t listen to me when I speak.
11. **Kitchen-sink fighting:** You bring up every little thing that the other person has done wrong or that has bothered you. These little issues may have nothing to do with the real issue of conflict at all.

Conflict Resolution

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Share a time in which you experienced a conflict that you handled well (Preferably in your work life if possible. Either avoid discussing work conflicts that you have experienced at your current school, or avoid mentioning specific names).

Share a time in which you experienced a conflict that you did not handle well. What were the consequences? What could you have done differently to better manage the conflict?

A TIME MANAGEMENT SIMULATION ALL

OBJECTIVES

- Students will learn the importance of effectively managing time
- Students will learn how procrastination and distraction affect the workplace

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d

Writing: Range of Writing 10

MATERIALS

- 50 Piece Jigsaw Puzzles (One puzzle for every four students)
- “Project Simulation” handout
- Stopwatches or other time keeping devices

PROCEDURE

PART 1: Project Simulation (20 minutes)

1. Students are to be placed into groups of 3-4 students. Teachers will choose groups for students to ensure that students with different achievement levels are properly mixed throughout the classroom.
2. Distribute “Project Simulation” handouts and assign team numbers to each group. Ensure that there are an equal number of groups placed in team numbers 1, 2, and 3, or more if required.
3. One team will not be participating in the actual creation of the puzzles. These students will be given timepieces and will ensure that each team is strictly adhering to their set schedule.
4. The teacher will give the following instructions: “This activity is a simulation of a real-life business environment. Each team has been given a puzzle and the goal is to put this puzzle together as fast as possible. However, as in the business world, each team must adhere to a strict schedule. Those groups that fail to do this will be fired from the company for insubordination. During periods where teams are not scheduled to work, groups are not allowed to touch their puzzles, talk to teammates, or communicate in any way. The group that puts their puzzle together the fastest wins!”



5. After instructions are given and materials are passed out, begin the activity. The teacher should float around the room to ensure groups are working together properly and rules are not being violated.

PART 2: Discussion and analysis of results (15 minutes)

1. After the conclusion of the simulation, groups should be allowed to observe the progress that their classmates in other groups have made.
2. It should be apparent that groups in Team 1 were able to complete the largest portion of their puzzle.
3. Questions to ask:
 - What were some of the challenges you faced completing this exercise?
 - Why do you think the majority of groups on Team 1 were able to finish more of the puzzle?
 - To Team 3: How did you feel having to wait until the last minute to start your puzzle? How did this effect your success?
 - To Team 2: What was it like having the opportunity to start early, but repeatedly being forced to stop and concentrate on other things?
 - To Team 1: What about your schedule gave you the opportunity to be the most successful?
4. Closure: The importance of time management and setting priorities
 - Teacher explains some of the important aspects of proper time management:
 - Organization
 - Setting Priorities
 - Goal Setting
 - Developing and maintaining a schedule
 - With these things in mind, students will be asked to complete a short self-reflection on their time management skills:



- Provide students the following prompts:

Now that you have learned a little bit about time management, how would you rate your own time management skills?

Why is time management important?

What are some of the goals you could accomplish if you improved these skills?

- This reflection can be used as an exit pass or students can work on it at home if time is running short.



PART 3: Assessment

1. Teachers analyze student reflections to determine if the message of the importance of time management has been driven home. Students demonstrate evidence of trying to improve these skills.



PROJECT SIMULATION

Instructions: You have a total of 10 minutes to complete your assignment. Each team must strictly follow their schedule! Teams that are not working are not allowed to talk or even look at their assignments.

I AM IN TEAM # _____

TEAM #1 SCHEDULE:

Activity Time

Work 2 minutes
Sleep 1 minute
Work 2 minutes
Sleep 1 minute
Work 1 minute
Family 1 minute
Work 1 minute
Fun 1 minute

TEAM #2 SCHEDULE:

Activity Time

Work 1 minute
Sleep/Fun 3 minutes
Work 1 minute
Sleep/Fun/Family 4 minutes
Work 1 minute

TEAM #3 SCHEDULE:

Activity Time

Sleep 3 minutes
Family 3 minutes
Fun 3 minutes
Work 1 minute

“A Time Management Simulation”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Why is time management important in your job/career?

(Give students a sense with a to-do list example, real or described, how busy you are. Most adults have more work in their lives than they can finish.)

Share an example of how you will manage your time today or tomorrow in order to get things accomplished.

(It is very helpful if you can break down your time management strategy example using some of the important aspects that are covered in the lesson listed below.)

- How will you organize?
- How will you set priorities? *(Use your example to show how crucial it is in the workplace to figure out what is most important to the boss, and do those tasks quickly.)*
- How will you set goals?
- How will you develop and maintain a schedule?



MANAGING MY MONEY

10-12

OBJECTIVES

- Students will expand their financial knowledge of planning and budgeting
- Students will chart and evaluate a cost of living plan based on their proposed salary

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d
Presentation of Knowledge and Ideas 4, 6

Writing: Research to Build and Present Knowledge 7



MATERIALS

- Computers with internet access
- Notebook or journal
- Calculator
- “Budget Terms Teacher Organizer” handout
- “Monthly Budget Student Organizer” handout (copies needed)
- Board or chart paper
- Sample Powerpoint slides

PROCEDURE—METHOD 1

1. Distribute worksheet associated with this lesson.
2. Ask students, “When you are 23, what will you have to pay for every month aside from rent and groceries?” Very likely, students will be willing to debate what belongs in a budget and should begin considering priorities and the difference between needs and wants. When students agree that something belongs in their budgets, have students write this item down.
3. Have students guess or suggest their potential annual incomes, then determine their monthly incomes. Write this amount on the worksheet in the appropriate space.
4. Explain that you will use PowerPoint slides to guess the potential budget costs. *Note: Review the sample PowerPoint slides prior to*

delivering this lesson. You may wish to make adjustments based on the living expenses in your community. As you work through the slides, explain to students that they need to determine which options suit them best before selecting the monthly cost. Encourage discussion among students about which levels of spending are best and why. For items not listed in the slides, help students generate accurate estimates for monthly expenses. For example, students will likely select “Clothing” as an item; help them agree upon a reasonably accurate estimate.

5. Have students complete and document the incomes for other potential jobs (in this example, Target) in the final slides and have them calculate their monthly incomes after taxes (in this example, taxes are calculated as a 20% loss in monthly income).
6. Discuss whether or not students’ budgets match their incomes. You may also choose to have students recalculate their budgets using the income they might receive having a job at, in this example, Target.

PROCEDURE—METHOD 2

Part 1

1. Start by asking students to share with the class what kind of careers they would like to have or are interested in at this time? Remind them to think back about everything they’ve learned in Making My Future Work so far. Teachers should ask students for their opinions about whether or not how much money they make is important for their future career? Why or why not?
2. Ask students if they know what types of qualifications are necessary for those jobs, and how well they pay. Specifically, ask students to identify which jobs need a high school education and which jobs need a college education or technical degree. Students should already have this knowledge available based on previous lessons in Module 2.



3. Then, ask the students to research on-line, using the Internet resources, the qualifications and potential income of those jobs. For job qualifications, descriptions and potential income the students can search O*NET at <http://www.onetonline.org/>. For potential income of certain jobs by location, the students can search either <http://www.salarylist.com/> or http://monster.salary.com/SalaryWizard/LayoutScripts/Swzl_NewSearch.aspx. Alternatively, students can choose to use the search engines previously used in “Work Personality: Finding Your Match” or another lesson. For further exploration of financial literacy, teachers may also visit https://www.practicalmoneyskills.com/foreducators/lesson_plans/highschool.php regarding ideas for additional lessons and/or scaffolding.

Questions that students should also consider include: *Where would you have to live to have the job? Would this mean a physical move for you? If so, will that be okay with you? Do you have any constraints that would limit your moving should you receive the job?*



4. Ask students to imagine themselves in their careers (the careers students have already researched) 10 years from now. *Where would they be living? Would they have a spouse? Children? What city would they live in? Would their children be in school? What type of school-public or private? Would they have daycare costs? What type of lifestyle would they have? Would they drive a car or take a bus route?*
5. Explain to the students that the next step is to think about their lives 5 to 10 years from now. Ask students answer the following questions: *What would the cost of living be in the area in which you would work? What are average rental rates and property values in the area? Roughly how much would it cost to provide food and other necessities for a week, month, or year?* In this step, teachers can give students rough guidelines and support, or consult with various online resources.
6. Explain that today the class will be focusing on putting together a personal budget using the information students gathered from their research. The income, or salary, you make can define how much money you can afford to spend on other things, including a home.

7. Using the “Budget Terms Teacher Organizer,” write the budget terms and definitions on the board.
8. Discuss the concept of a budget with students. Specifically, talk to them about how a budget provides a plan for spending and saving. Explain what happens when income exceeds expenses (you have savings), or when expenses exceed income (you accrue debt).
9. Distribute the “Monthly Budget Student Organizer” handout. Explain that the worksheet is an abbreviated list of the possible expenses they might have when they grow up, and that the numbers are estimates.
10. Ask students to determine how much money they will need each month to cover their expenses. Use the salaries from the jobs they researched: Explain the annual salary must be divided by 12 to determine the monthly income, which should be written in the “Monthly Income” space of the budget worksheet.
11. Ask students to calculate the total of the monthly expenses, and then see if their proposed monthly income was equal to, less than, or greater than their total monthly expenses.
12. If students’ income was equal to their expenses, they should put a “0” in the debt and savings spaces. If their income was more than their expenses, they should put the difference in the “Savings” space. If their income was less than their expenses, they should put the difference in the “Debt” space.
13. Conclude the discussion with a reiteration of the concept that education can lead to more career and income options, and that income can mean that one can afford the basic life expenses, with the potential to save for other needs.



Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

TEACHER ORGANIZER

BUDGET TERMS

BUDGET

A list of all planned expenses and income.

INCOME

Amount of money that an individual or business earns in a given period.

EXPENSE

Something spent or required to be spent.

SAVINGS

Income not used; money set aside. Can accumulate when income is higher than expenses for an individual.

DEBT

Money that is owed. This can accumulate when expenses are higher than income for a business or individual.

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

STUDENT ORGANIZER

MONTHLY BUDGET

Career: _____

MONTHLY BUDGET

MONTHLY INCOME:		\$
Monthly Expenses		
Mortgage Loan Payment	\$	
Apartment Bill	\$	
Utilities	\$	
Taxes: Real Estate and Income	\$	
Insurance	\$	
Food	\$	
Transportation/Car Payment	\$	
Clothes	\$	
Credit Card (s)	\$	
Student Loan	\$	
Cell Phone Payment	\$	
Entertainment	\$	
MISC.		
Total:	\$	\$
Savings:		\$
Debt:	\$	

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

BUDGET, AGE 23

ITEM/EXPENSE	\$ PER MONTH	HOW IMPORTANT?
Rent	\$	
Groceries	\$	

TOTALS	\$ PER MONTH
Monthly income you hope to earn	\$
Your monthly income (Huntington Bank Teller)	\$
Your monthly income (Target)	\$
Your monthly income (Prep cook)	\$
Your monthly income (RN)	\$

BUDGETING: SAMPLE POWERPOINT SLIDES

The following slides are an example for this activity. You may need to adjust these estimates based on your area.

Budgeting

Calculating monthly income

- Target
 - \$9 per hour
 - Multiply \$9 x 48 hours x 4 weeks
 - Take out taxes, multiply your answer by .8
- Huntington Bank
 - \$13 per hour
 - Same calculations as Target example

Calculating monthly income

- Prep cook
 - \$37,000 per year
 - Take out taxes, multiply your answer by .8
 - Divide by 12
- Registered nurse
 - \$60,000 per year
 - Take out taxes, multiply your answer by .7
 - Divide by 12

Rent (Monthly)

- Luxury apartment, hardwood, workout facilities, A/C, and a view: \$1,200
- Nice apartment, laminate floors, A/C, safe neighborhood: \$900
- Basic apartment, older carpet, safe, few amenities, (older appliances): \$600
- Basic apartment, moderate crime (thefts, misdemeanors) neighborhood: \$300
- Cheap apartment, litter, high crime rate (robbery, violent encounters more frequent): \$200

Groceries (Monthly)

- Restaurants regularly, Heinen's, Whole Foods: \$600
- Giant Eagle, occasional restaurant dining: \$400
- Marc's, no restaurant dining: \$350
- Save-a-lot, decent meal planning: \$300
- Aldi's, generic brands, selections such as Ramen and Mac & Cheese, no restaurant dining: \$200

Auto expenses (Monthly)

- New BMW: \$650, \$120 insurance
- New Acura: \$450, \$120 insurance
- New Hyundai: \$250, \$80 insurance
- Pre-owned car in good condition:
\$150, \$70 insurance, \$75 maintenance
- Pre-owned car in fair/poor condition:
\$0, \$64 insurance, \$200 maintenance

TEACHER NOTES

This lesson plan may be used as a complimentary lesson to Stress Management, but we do not recommend that it be used to replace it.

OBJECTIVES

- Students will learn a relaxation technique used to effectively cope with stress
- Students will be able to better recognize when they are feeling stressed

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d

MATERIALS

- None required

PROCEDURE

Part 1

1. Facilitate a class discussion asking students the following questions about what they typically feel stressed out about every week:
 - What were you feeling stressed about?
 - How did you react to the stressful situation (behaviorally, physically, and psychologically)?
 - Were you able to make yourself feel less stressed? If so, how? How effective was this?
 - Can you think and communicate clearly while under stress?
2. Discuss with students that people may get stressed due to work or school demands. It can be hard to manage a task or effectively communicate with others while feeling stressed, so being able to manage stress is crucial.
3. Ask students if they ever feel stress due to school or work, and share examples. Do they ever notice their parents or siblings feeling stressed

out because of work, school or college? How do they act when stressed? Encourage students to share examples.

4. Ask students what their breathing is like when they are under stress. It oftentimes will be fast and shallow or erratic.
5. Ask students what their breathing is like when they are relaxed, or about to fall asleep. It is most likely slow and deep.
6. Explain to students how by breathing deeply and slowly they may be able to help themselves feel more relaxed. Also, that you are going to teach them a deep breathing technique that they can use when they are feeling stressed out to help ease the stress and relax so that they can think more clearly.

Part 2

Instruct students on the following breathing techniques:

1. Indicate that they may lie down or stay seated for the exercise, but should keep their spine straight.
2. Place one hand on your abdomen and one hand on your chest. Close your eyes if you would like.
3. Slowly and deeply inhale through your nose with your mouth closed; you should feel your abdomen rise (like you are inflating a balloon). Only do this as much as comfortable, do not force your abdomen to rise. Your chest should move only a little with your abdomen. Try to focus only on your breathing.
4. Open your mouth slightly and exhale out slowly, making a slight blowing noise. Your abdomen should fall (like a balloon deflating).
5. Continue deep breathing and as you get more comfortable with this try to make your exhale last longer than your inhale. Try to inhale counting to five and exhale, counting to eight.
6. You can continue this for 3-5 minutes.
7. Explain to students that they can do this activity for 5-10 minutes at a time. When in a stressful situation and there is not much time to do the deep breathing exercise, even one minute can be beneficial.

Part 3



1. Ask students to share how they are feeling after the breathing exercise is complete. Do they feel more relaxed?
2. If students think this exercise is helpful, ask them in what kinds of situations they think they could use this? Ask for examples.

A large grid of light blue lines on a white background, intended for student notes or responses.

OBJECTIVES

- Students will orally present a visual product that displays the decisions and strategies they will need to implement to achieve their future educational and career goals
- Students will demonstrate how they can overcome barriers in their lives to attain future success

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d
Presentation of Knowledge and Ideas 4, 6

Writing:

Production and Distribution of Writing 4-5
Research to Build and Present Knowledge 7
Range of Writing 10

MATERIALS

- Paper, pencils, pens, colored markers
- Large poster boards
- Tape, glue, scissors
- Magazines, photographs, newspapers
- “My Future” handout

PROCEDURE

1. Students are instructed to reflect upon what they have discussed and completed during the curriculum so far. They should be asked to think about and share their answers to the following questions:
 - What have they learned about themselves?
 - What have they learned about the world of work and education?
 - What have they learned about resources, barriers, and goals?

2. When students have completed this discussion, they are instructed to think about what their lives might be like after high school. What will they be doing? Who will they be with? Will they be in college? Will they be working? Will they have earned a high school diploma?
3. As students brainstorm ideas either individually or in groups, teachers distribute the “My Future” handout. This will help them in developing their Goal Maps.
4. Students are informed that their Goal Map will count as part of their grade. Students are informed that they will be presenting their Goal Map as well.
5. If available, distribute samples of Goal Maps to students.
6. When students have completed “My Future” handout, they may then proceed to constructing their Goal Map on a large poster board or a blank sheet of paper if they wish to have a rough draft.
7. Students will most likely need two class periods to complete their Goal Maps and present them, or assign the Goal Map as homework.
8. The grading method for the Goal Maps is determined by the teacher.
9. Please note, this lesson would serve as an excellent follow-up to Resources and Barriers.



MY FUTURE

Instructions: Please answer the following questions. Your answers will help you in creating your Goal Map.

1. Describe the life you would like to have four to five years from now. In your description, provide at least one short-term goal and at least one long-term goal.

2. What steps will you have to take to have the life you described? Think of at least 5 steps.

1)

2)

3)

4)

5)

3. What barriers might keep you from reaching your goals? Write down at least 3 barriers.

4. For each barrier you listed, think of a way to get around that barrier. Write down the resources you would use.

OBJECTIVES

- Students will think about their future goals through self-reflective writing

LEARNING STANDARDS

Writing:

Text Types and Purposes 3a-e
Production and Distribution 4-6
Research to Build and Present Knowledge 7

Reading Informational Text:

Integration of Knowledge and Ideas 7

MATERIALS

- “Letter to Myself Writing Organizer” handout (copies needed)
- Samples of Letter to Myself (not included)

PROCEDURE

1. Distribute the “Letter to Myself Writing Organizer” handout to students. Teachers instruct students to look over their organizer carefully before writing their letters.
2. This lesson should be introduced similarly to Goal Maps, if they have already done that lesson. This time students will be writing about their goals in a personal manner rather than expressing their goals and their dreams visually.
3. Students are instructed to write a rough draft and a final draft. Similar to the Who Am I? Essay in Module One, students will be graded for their spelling, grammar, punctuation, and quality of writing.
4. Teachers may use the same grading rubric for this lesson as they did for the Who Am I? Essay, or they may develop their own criteria.

LETTER TO MYSELF: PRE-WRITING ORGANIZER

Task Description: Write a letter to yourself about what your life will be like four years from now. Refer to activities that you have completed in Modules 1, 2, and 3 to help you organize your thoughts.

Please follow this format:

Paragraphs 1 and 2: Describe what your life is like four years from now.

- Are you working?
- Are you going to school?
- Where are you living?
- What do you like about your life?

Paragraphs 3, 4, and 5: What barriers did you meet in getting to where you are today?

- How did you try to get around those barriers?
- How successful were you?
- What resources did you discover that helped you?

Paragraph 6 and 7: What have you learned this year about working towards your goals?

- What advice would you give to a student in the same grade as you?
- What are your hopes for the future?

“Goal Maps and Letter to Myself”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

Sharing some reflective feelings and observations can set a tone for the lesson that will encourage thoughtful reflection and encourage students to articulate what they have learned.

Reflect back upon past discussions completed during the curriculum and share some positive things you have observed in student's learning.

Share with students something meaningful that you have learned from them during the exploration.

Share a vision/wish you have for students in their future?

OBJECTIVE

- Students will learn to make their verbal communication consistent with their nonverbal communication
- Students will identify the verbal and nonverbal communication of others

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d, 2-3
Presentation of Knowledge and Ideas 4-6

MATERIALS

- “Student Script” handout

PROCEDURE

Part 1

1. Start by reading aloud the following dialogue. While reading, use the following nonverbal communications: roll your eyes periodically, cross your arms with hunched shoulder or anything else you can think of to seem annoyed or unenthusiastic. Also, speak in an unenthused, sarcastic tone.

“I am so happy that you are here. I can’t wait to get started on our project. We are going to spend a few hours working together on this today. I think we will be very productive.”

2. Ask students what message they think you conveyed. Did what you were saying match up with what you were doing with your body, facial expressions and tone of voice?
3. Explain that people don’t just communicate verbally (with words), but they also communicate nonverbally (without words). In fact, most of the communication in a given message is nonverbal. Verbal communication is what is actually said. Nonverbal communication can include facial expressions and body language (crossed arms, hunched shoulders, looking down, eye contact, etc.).

4. Explain that when communicating with others, it is important to be aware of your verbal and nonverbal communications and be sure that they are consistent with one another so that you clearly get your message across to the other person.

Part 2

1. Ask for two volunteers to stand in front of the class and role play the following dialogue. Give volunteers a copy of the “Student Script” handout. Blank spaces have intentionally been provided to students so that they can create an authentic dialogue. Have your volunteers take 1-2 minutes to fill in the blank spaces below.
2. The first time they perform the script, students should read it with enthusiasm and should use nonverbal communication that coincides with their dialogue. Ask students in the audience what their nonverbal communicated. Ask for volunteers to perform the same script with different nonverbal cues. After the groups have finished their dialogues, ask the class how mixed messages can affect communication between people? What can students do to make sure that their message is clearly communicated in a way which they intended?
3. Facilitate a class discussion with the students about how making verbal and nonverbal communication consistent could be important skills in the world, at school and at work.

STUDENT SCRIPT

Instructions: Fill in the blanks below. You will perform this in front of the class.

STUDENT 1:

Hey _____! Have you heard the new _____ song by _____

STUDENT 2:

Yeah! It's _____!

STUDENT 1:

My favorite line is _____

STUDENT 2:

Oh yeah! I especially like when he/she _____

STUDENT 1:

He/she is way better than _____

STUDENT 2:

Yup! He/she went out of style like _____

OBJECTIVES

- Students will identify the sources of stress in their lives
- Students will identify the ways that they can cope with stress

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d

Writing:

Text Types and Purposes 3a-e

Production and Distribution of Writing 4-6

MATERIALS

- Butcher paper
- Markers

PROCEDURE

1. Explain to students that stress is the physical and emotional reactions that they experience during events or circumstances that cause us tension by making us feel frustrated, confused, nervous, scared or angry.
2. Label 5 sheets of butcher paper with the headings: Self, School, Parents, Friends and Life. Create a T-chart on each sheet with the left side labeled Stress and the right side labeled Coping Strategies.
3. Have students in small groups rotate carousel style around to each sheet filling in Stressors and Coping Strategies that either they have experienced or think others may commonly experience.

4. Once students have been to each sheet, use these sheets to facilitate a class discussion about sources of stress and coping. Be sure to include the following:

- How did it feel to be stressed (physically, mentally and emotionally)?
- How did this stress affect other aspects of their lives?
- Do they experience any of the same stressors that others in the class experience?
- If they do experience the same stressors, do they use the same coping strategies? Why or why not do they think this is?



5. Assign students a 1-2 page reflection paper for homework. They should discuss the biggest stress in their life right now and how they are coping with it. What are some resources and barriers to coping with this stress? They should also identify at least one potential stressor that they could experience in one of their careers of interest. Why do they think this could be a stressor and how do they think they could cope with it?

“Stress and Coping”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.

These tips can be used as a guideline for self disclosure if you have not already shared them in the “Stress Management” lesson.

Give an example of a stressful event (academic or in the workplace) you have experienced. Share how you felt during this stressful event and how it might have affected other areas of your life.

(It may be difficult, but try to make your example genuine and also student friendly.)

Share how you alleviated the stress and to what level you felt you were successful in using stress management strategies.

(E.g. “I make myself spend two or more hours working before taking a break for a movie, book, sports, etc.”)

Share some examples of things you do to manage stress and/or some ways you might be helpful to use stress management techniques more often personally.

(E.g., I like to listen to music in the car on the way home from work to relax. I also use deep breathing before I have to give a presentation or go into a stressful meeting. I could use positive thinking more often in addition before I give presentations.)

OBJECTIVES

- Students will learn how to call to inquire about a potential job of interest

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d

Language:
Conventions of Standard English 1
Vocabulary Acquisition and Use 6

MATERIALS

- “Do’s and Don’ts” handout (copies needed)
- “Phone Etiquette Role Play” handout (copies needed)

PROCEDURE

1. Discuss with students how when looking for a job they will have to call potential places of employment to inquire; meaning to find out if the job is still available and to set up an interview.
2. Ask students what kinds of things should they do and what kinds of things should they avoid when calling about a job opportunity?
3. List the dos and don’ts that the class comes up with on the board.
4. Distribute the “Dos and Don’ts” handout to the class, and discuss the connections between them and the list the class generated.
5. Instruct students that they will do a role play with a partner in class, inquiring about a job.

6. Distribute the “Phone Etiquette Role Play” handout. Instruct students to each choose one of the job postings to call about. Students will take turns being the inquirer and the interviewer. Instruct students that they have approximately 15 minutes to practice role playing, then they will present. Teachers may want to create roles to structure the role plays.
7. After the role play, students will give each other feedback and teachers will give students any feedback.
8. The class will have a discussion about the feedback they got and what they did well and what they need to improve on in the future. Ask students if they would feel confident in calling to inquire about a real job.

DOs AND DON'Ts WHEN CALLING TO INQUIRE ABOUT A JOB

Do:

- Know the job that you are inquiring about and have an idea of the potential duties that will be expected of you.
- Research the potential place of employment before you call.
- Have your resume in front of you during the phone call.
- Have a notepad and a pen so you can note important information.
- Find a quiet place to make the phone call.
- Speak clearly and slowly.
- Introduce yourself and explain why you are calling.
- Politely ask to speak to the person in charge of hiring.
- Be kind, patient and polite.
- Thank the person for their time.

Don't:

- Call without being prepared.
- Procrastinate calling; you could miss out on the job.
- Eat, chew gum or drink anything that is noisy.
- Sneeze or cough into the phone.
- Speak negatively about your past places of employment or employers.
- Be demanding or rude.
- Call from a place that is noisy or there could be distractions that would take you away from the call.
- Call when you are in a rush.
- Interrupt the person on the other line.
- Put the other person on hold for call waiting.

PHONE ETIQUETTE ROLE PLAY

Instructions: Each partner chooses a job posting to call and inquire about. Each partner takes turns being the inquirer and the interviewer. The inquirer should keep in mind the do's and don'ts we came up with in class and those on the handout. The interviewer should follow the script below, but can feel free to appropriately add on in response to the inquirer.

Job Posting # 1	Job Posting # 2
Help Wanted: Cashier. Hilda's Bakery Part time, afternoons and weekends. No prior bakery experience necessary. Call 555-222-3333	Help Wanted: Host/Hostess. Donatello's Restaurant. Part time, weekends only. Call 123-456-7899

INTERVIEWER SCRIPT:

Interviewer: Good afternoon, (name of business) how can I help you?

Inquirer responds

Interviewer: I am Jane (or Joe) Dough, the office manager. I am in charge of hiring. Tell me a little about yourself. Have you ever worked as a (job title)?

Inquirer responds

Interviewer: What makes you want to be a (job title) at (name of business)?

Inquirer responds

Interviewer: When can you come in for an interview?

Inquirer responds

Interviewer: How about (name a time and day)?

Inquirer responds

Interviewer: Great, thank you for calling. Good bye.

OBJECTIVES

- Students will become aware of stereotypes
- Students will learn how stereotypes affect people

LEARNING STANDARDS

Language: Vocabulary Acquisition and Use: 4a-d, 6

Speaking and Listening: Comprehension and Collaboration 1a-d

Writing:

Text Types and Purpose 3a-e

Production and Distribution 4, 6

MATERIALS

- Butcher paper
- Markers

PROCEDURES

1. Label butcher paper with the following headings, “athletes are”, “overweight people are”, “doctors are”, “the elderly are”, “women should be”, “men should be,” “gay men and lesbians are,” “black families are,” and “white families are.” Create a t-chart below, the left side labeled “stereotype” and the right side labeled “source.” Hang these around the classroom.
2. Ask students if they know what a stereotype means. Stereotyping is oversimplifying a group to a set of characteristics and these characteristics are generalized to the entire group of people. In other words, it is making assumptions about a group of people.
3. Ask students if they have ever been stereotyped. How did it feel?
4. Explain to students that often times the media supports stereotypes.

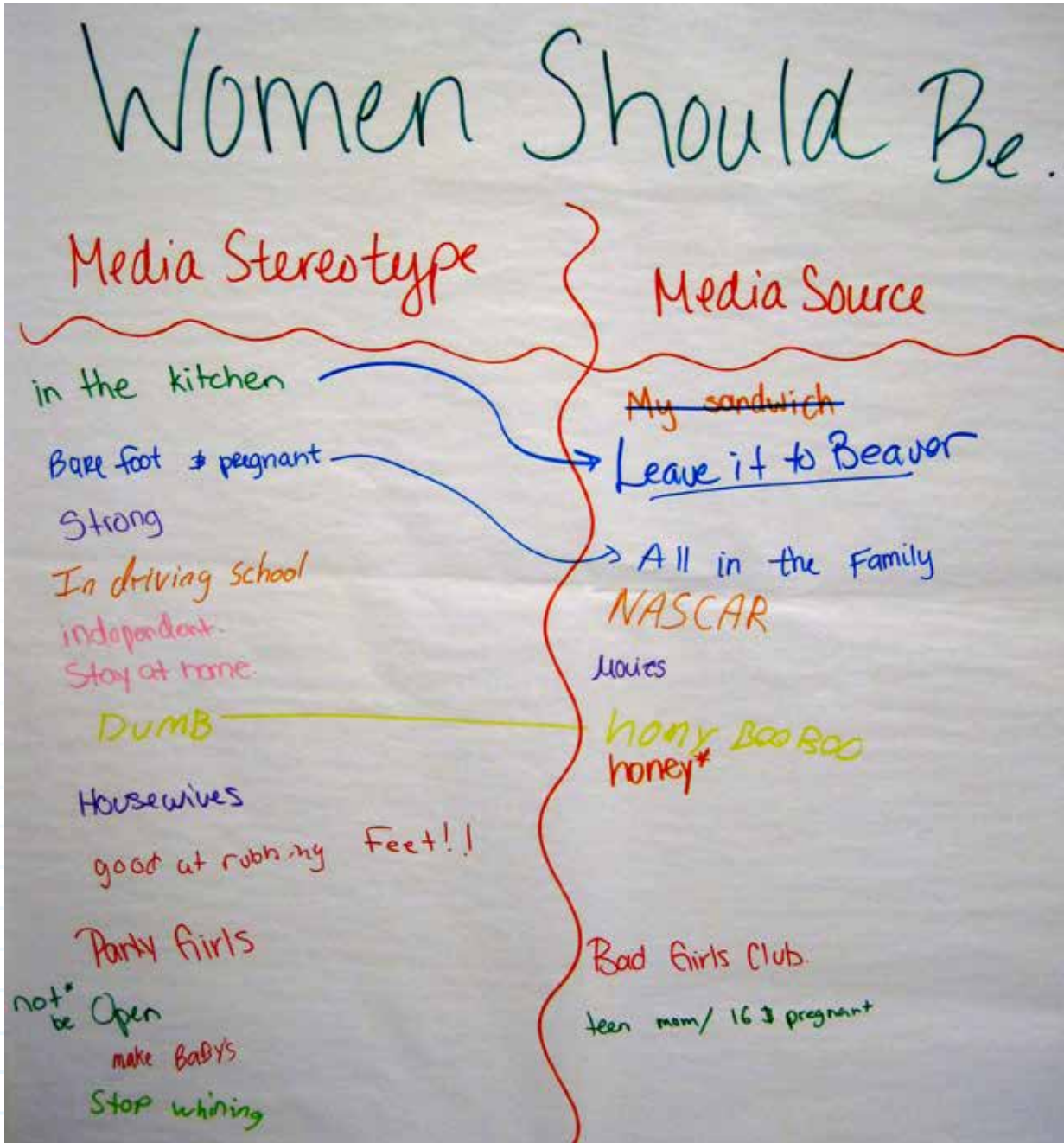
- Instruct students to get into small groups and rotate around the room, carousel style to each chart. At each chart under the “stereotype” they should write down stereotypes that they have seen in the media about the groups. Under “source” they should write down the source(s) in which they have seen this stereotype if possible. Sources can be specific shows, movies, commercials, newspapers, magazines, music, books, news broadcasts, friends, family, at work, etc.

POINTS TO REMEMBER

Remind students to be respectful and sensitive to their classmates. These stereotypes should not be personal or directed at any students.

- After each group has been to each category, the class should have a discussion about their findings. Are these stereotypes necessarily true for every member of the group?
- Ask students if they know what prejudice means. Explain that prejudice is an attitude that someone has towards members of a specific group based solely on the individual’s membership in that group.
- Ask students if they can see how stereotyping leads to prejudice. Explain that the stereotypes are what create the person’s attitude toward members of a specific group. What can be done about this? Is there anything you can do to decrease your own stereotypes?
- Optional homework: Assign students to write a 1-2 page reflection paper discussing an example of a time that their own personal stereotype influenced how they worked with a classmate or a co-worker.





Gay men & Lesbians

Media Stereotype

Media Source

gay men are Feminine

They think they can dog you out.
People say they're going to hell.
Gay men don't have many friends!

ARE AWESOME

SUCK!
Wifey
winkles!

Really

Going to hell (men)
lesbian core hot

Flamers

Very well-dressed

Comical

good dancers

Talk like females

Always trying act
like a girl!!!

The Gay Games

Chuck and Larry

The Bird Cage

Modern Family

Skins

Look good
together
(not ggg)

OBJECTIVES

- Students will identify and examine their attitudes toward punctuality
- Students will understand the importance of being on time and showing up to work

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d

Writing:
Research to Build and Present Knowledge 7

MATERIALS

- “Attendance and Punctuality” handout (copies needed)
- “Attendance and Punctuality Interview” handout (copies needed)

PROCEDURE

1. Facilitate a class discussion by asking students why they think people get fired from their jobs. Discuss with students that one of the most common reasons is that the worker does not show up on time and/or does not show up to work.
2. Ask students what they think would be acceptable reasons for missing work. These should typically fall under the categories of emergencies and special occasions.
3. When an emergency arises (you’re sick, close relative is in the hospital, you have to stay home and take care of your sick child, etc.) you need to call to speak to the person in charge as soon as you possibly can and clearly and respectfully explain why you cannot come to work.

4. When you have a special occasion coming up (wedding, family reunion, concert, etc.) inform your employer as soon as you find out about the occasion to politely request to have that day off of work. Usually you must give least 1-2 weeks notice, but the further in advance the better. Check with your employer about how far in advance a request needs to be made because policies vary. Places of employment have different policies regarding requesting off of work, so remember; your employer has the right to deny your request.
5. Pass out the “Attendance and Punctuality” handout to students. Students should discuss the scenarios in small groups and come up with a solution for each situation.
6. Once groups have finished the handout, answers should be discussed as a class.
7. For homework, assign students to ask an employed adult about attendance policies at their job and fill out the interview handout as a guide. Students will discuss their interview findings in small groups in class.



Name: _____

ATTENDANCE AND PUNCTUALITY INTERVIEW

Instructions: Interview an employed adult about attendance policies at their job using the following questions as a guide. You may include additional information from your interview or reflect on what you learned.

1. What is the job title of the adult you are interviewing?
2. How long have they worked at this job?
3. What are the attendance policies? What happens if they are broken?
4. What rules are there about being on time? What happens if they are broken?
5. Have they ever known if anyone has been fired at their place of employment because of absenteeism or tardiness?
6. What are ways that they were informed about policies for Attendance and Punctuality?
7. What did you (the student) learn from this interview/other information?

ATTENDANCE AND PUNCTUALITY

Discuss the following scenarios in small groups to come up with an answer of what you think would be the best way to respond to the situation.

1. You stayed up late last night and you are so tired that you don't want to go to work.
2. You got tickets for your birthday to see your favorite basketball team next month, but you usually are at work during the time of the scheduled game.
3. On your commute to work, you find that traffic is often unpredictable so you are 10-15 minutes late to work 1-2 times a week.
4. Your doctor's appointment is running late and you have to be at work in thirty minutes. You know that you are going to be at least 15 minutes late to work.
5. Your friends are meeting at a restaurant on your 55 minute lunch break, you want to meet up with them, but you are not sure you can make it back to work in 55 minutes.
6. You wake up in the morning with the flu and you know that you will not be able to go to work in 2 hours.

OBJECTIVES

- Students will understand the importance of leaving a job on good terms
- Students will learn how to write a proper letter of resignation

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a, c, d

MATERIALS

- “Sample Resignation Letter” handout (copies needed)

PROCEDURE

Note: This lesson may only require part of a class period.

1. Ask students why they think leaving a job on good terms is important. Be sure to discuss the following:
 - Previous employers can provide you with good references for future jobs.
 - Often, potential employers will call your previous employers to inquire about you.
 - If you ever decide to seek employment at your past place of employment, you will have a better chance of getting the job.
2. Pass out the “Sample Resignation Letter” handout to students. Explain to students that in addition to a verbal resignation, a formal resignation letter may be required as well.
3. Point out the important components of a sample letter such as:
 - Make sure to give two weeks notice
 - Be polite and positive
 - Make sure to thank the employer
 - Don’t forget to proofread

4. Why is it unacceptable to fail to give a notice of resignation at least two weeks in advance? Be sure to discuss:
- It burdens coworkers who have to make up for your workload.
 - It burdens your employer who has to quickly find a replacement.
 - It can hurt your chance of getting a good reference from your employer for future jobs.



SAMPLE RESIGNATION LETTER

123 Euclid Ave
Streetsville, KY 42365
123-455-6789
J.Doe123@yahoo.com

November 9, 2013

Mrs. Margaret Breyer
Manager
Roger's Food Market
1234 Sunshine Ln.
Streetsville, KY 42365

Dear Mrs. Breyer:

I would like to inform you that I am resigning from my position as cashier at Roger's Food Market, effective two weeks from today.

Thank you for the opportunities for professional and personal development that you have provided me during the last two years. I have enjoyed working for the business and I believe the skills I acquired at Roger's Food Market will be useful to me in my future work.

If I can be of any help during this transition, please let me know.

Sincerely,

Jane Doe

OBJECTIVES

- Students will learn reflective listening techniques to improve their communication skills

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1a-d

Language: Vocabulary Acquisition and Use 4a

MATERIALS

- “Tips for Reflective Listening” handout (copies needed)
- “Observer Notes” handout (copies needed)

PROCEDURE

Part 1

1. Ask students to share a time when they had a disagreement with someone because they misunderstood what the other person was saying or the other person misunderstood what they were saying.
2. Explain to students that in communication, it is important that the sender’s message is communicated clearly and that the receiver interprets the message as the sender intended.
3. Ask students if they think their disagreement could have been avoided if the speaker believed the listener heard and understood what he or she was saying. One way to accomplish this is through summarizing or “reflecting” what someone said to you.
4. Explain to students that this is called reflective listening. The receiver/listener will interpret the message through the speaker’s words, how the speaker says the words (tone of voice), and body language. The listener will use this information to interpret the speaker’s feelings and then paraphrase and restate the message that was received back to the speaker.

5. Pass out the “Tips for Reflective Listening” handout and discuss the following tips for reflective listening with the students:

- Listen more than talk.
- Try to understand the feelings within what the other person is saying.
- Say how you think the other person feels and try to verify your accuracy (i.e. It sounds like this is really frustrating for you. Is that right?) Don’t tell them how they feel or should feel.
- Try to understand where the other person is coming from (put yourself in their shoes.)
- Avoid suggesting solutions.
- Let the other person know that you are listening by maintaining eye contact and nod your head periodically as they speak to encourage them to keep speaking.
- Be sincere by showing the other person that you care about what they are saying and feeling and you want to understand them. This communicates to the other person that you are not trying to judge them; you are just trying to understand them.

Part 2

1. Two teachers should role play the following dialogue to demonstrate reflective listening: (Listener: remember to keep good eye contact with the speaker and periodically nod your head when the speaker is speaking to let him/her know that you are listening and to encourage them to keep speaking).

Speaker: I studied all weekend for the math test. I didn’t even go to Jan’s party because I knew that getting a good grade on the test was more important than having fun at her party. I felt very prepared when I sat down to take the test, but then I struggled through the entire thing. I got my grade back and I received a “D”, this stinks.

Listener: So you studied all weekend and even skipped Jan’s party so you could study and you were disappointed when you received a “D” after all of your preparation.

Speaker: Yes, I just can’t believe it. I don’t know what I did wrong. I might fail the class now! This is awful; I must be stupid or something.

Listener: It sounds like you are really worried and you are feeling maybe a little defeated, is that right?

Speaker: Yes, I am worried that I will not pass the class and I can't believe that after all that hard work I couldn't even get a "C". My parents are going to be so mad! I don't think the teacher followed the study guide that she gave us!

Listener: *You sound like you might be angry and frustrated.*

Speaker: Of course I am! This is just horrible.

2. Break students up into small groups of three. Tell students that they are going to be doing a role play; each person will have the chance to act as the speaker, the listener and an observer. The speaker should think of a time that they felt frustrated, betrayed, disappointed or stressed and be prepared to discuss that situation with the listener. The speaker should follow the tips for reflective listening on the "Tips for Reflective Listening" handout. The goal is for the listener to understand the message that the speaker is sending and to understand the speaker's feelings within the message. The listener should also convey that he/she cares about how the speaker feels and what he/she has to say. The observer should rate how well the listener used reflective listening, using the "Observer Notes" handout. Each role play should be 1-2 minutes.

3. After students complete the role play, facilitate a discussion about their experience. Be sure to discuss the following:

- Have you ever listened to anyone in this way before?
- How did it feel to be listened to in this way?
- How did it feel to listen to someone else in this way?
- What was the hardest part about using reflective listening?
- Can you think of any specific careers where reflective listening would be important?
- Can you think of any careers where reflective listening would be useful? Are there any careers where reflective listening isn't needed? (Students should come to the conclusion that reflective listening can be useful in all careers and all interpersonal relationships. It helps improve their interpretation of other's messages; therefore they may avoid disagreements that stem from misunderstandings.)



TIPS FOR REFLECTIVE LISTENING:

- Listen more than talk.
- Try to understand the feelings within what the other person is saying.
- Say how you think the other person feels and try to verify your accuracy (i.e. It sounds like this is really frustrating for you. Is that right?) Don't tell them how they feel or should feel.
- Try to understand where the other person is coming from (put yourself in their shoes.)
- Avoid suggesting solutions.
- Let the other person know that you are listening by maintaining eye contact and nod your head periodically as they speak to encourage them to keep speaking.
- Be sincere by showing the other person that you care about what they are saying and feeling and you want to understand them. This communicates to the other person that you are not trying to judge them; you are just trying to understand them.

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

OBSERVER NOTES

Rate the listener on the following (you may list specific examples below the category if you would like):

1: Very Poor, 2: Poor, 3: Barely Acceptable, 4: Good, 5: Very Good

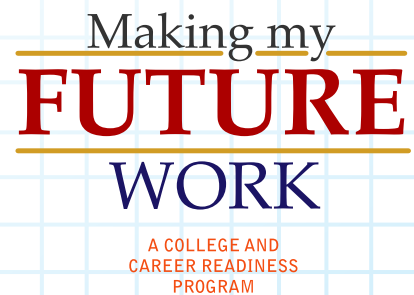
Eye Contact: 1 2 3 4 5

Appropriate head nods: 1 2 3 4 5

Paraphrasing the sender's message: 1 2 3 4 5

Identifying the correct feeling of the sender: 1 2 3 4 5

Conveying to the sender that he/she cares and wants to understand how the sender feels and what the sender is saying: 1 2 3 4 5



OBJECTIVE

- Students will analyze how they use their time

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d

MATERIALS

- “How I Spend My Time” handout (copies needed)

PROCEDURE

1. Ask students what activity they think they spend the most time on every day; is it sleeping, being in school, watching TV, etc.?
2. Pass out the “How I Spend My Time” handout. Instruct students to fill out the handout with how many hours they think they spend doing each activity in an average day. They will fill out one for Monday-Friday and one for the weekend. Students should also rate on a scale of 1-5 how important they think each activity is.
3. Explain to students for the next week they should keep track of how much time they spend on these activities. At the end of the week they should average up the hours and fill in the remainder of the handout. Weekdays and weekends will remain separate.
4. When students finish the handout, facilitate a class discussion about their findings. Be sure to discuss the following:
 - Did they make accurate guesses of how they spend their time?
 - Was anything surprising?
 - How much time did they spend on the activities that they rated as important compared to those they rated less important?
 - Are they happy with the way they spend their time? If not, how could they change it?
 - When they get older, do they think the way that they spend their time will change drastically? How?

HOW I SPEND MY TIME

Instructions: Fill out the following table with your estimate of how much time you spend in a typical day on each activity. Your typical weekday and Saturday/Sunday should be separate estimates. The total for hours weekday and the total for hours weekend should equal twenty-four hours. You should also rate how important you think each activity is on a scale of 1-5. 1: Unimportant, 2: Of little importance, 3: Moderately Important, 4: Important. 5: Very Important.

ACTIVITY	HOURS WEEKDAY	HOURS WEEKEND	IMPORTANCE
School			
Homework and studying			
Sleeping			
Watching TV			
Chores at home			
Eating			
Pursuing a hobby			
Being with friends			
Working			
Being with family			
Reading for leisure			
Other			

Instructions: Keep track of how many hours you spend on each activity every day for a week. Fill in the following table and sum up your totals for each activity for Mon-Fri and Saturday/Sunday.

ACTIVITY	M	TU	W	TH	F	TOTAL	SAT	SUN	TOTAL
School									
Homework and studying									
Sleeping									
Watching TV									
Chores at home									
Eating									
Pursuing a hobby									
Being with friends									
Working									
Being with family									
Reading for leisure									
Other									

Instructions: Compute the average time you spend on each activity Mon-Fri and Saturday/Sunday. To calculate the average for Mon-Fri, take the total for each individual activity and divide that total by 5. To calculate the average for Saturday and Sunday, take the total for each individual activity and divide that total by 2.

ACTIVITY	AVERAGE HOURS WEEKDAY	AVERAGE HOURS WEEKEND	IMPORTANCE
School			
Homework and studying			
Sleeping			
Watching TV			
Chores at home			
Eating			
Pursuing a hobby			
Being with friends			
Working			
Being with family			
Reading for leisure			
Other			

COMBATING A CASE OF SENIORITIS

ALL

OBJECTIVES

- Students will examine the possible effects of “slacking off” during their senior year
- Students will provide the teacher with a possible list of post-secondary topics that are of interest to them to increase class engagement
- Students will create a plan of action for combating their own case of senioritis

LEARNING STANDARDS

Reading for Information:

Key Ideas and Details, 1; Craft and Structure, 6

Writing: Range of Writing, 10

Speaking and Listening:

Comprehension and Collaboration, 1a-d



MATERIALS

- New York Times’ “Slackers Beware” article from <http://www.nytimes.com/2007/04/22/education/edlife/rescind22.html>
- Pens and pencils
- Notebook paper
- “Symptoms and Prescription” handout (copies needed)

PROCEDURES

1. Please note, it is recommended that the teacher complete this lesson earlier in the year so that students have the opportunity to provide feedback on the topics/types of lessons that are of particular interest to them. This should increase student engagement and help combat senioritis.

2. In a very serious and concerned tone, begin by asking students if they have been watching the news lately. Ask if they have heard about the recent epidemic that is plaguing the nation—one that they are all at risk of coming into contact with. Explain to them that high school students are especially prone to exposure, especially senior students. Reveal to them that this potentially fatal disease is called senioritis.

If the teacher has access to technology in the classroom, an alternative introductory approach might consist of showing one of the numerous YouTube videos that exist on this topic, such as this one <http://www.youtube.com/watch?v=ok16WqI7BgI>



3. Hopefully students found the start of the lesson humorous, as it was intended to be, but reiterate to students that this “disease” can result in extremely detrimental consequences. To help demonstrate those consequences, have students read the “Slackers Beware” article.
4. Have students discuss the content of article in small groups for a few minutes. There is no need to structure the discussion at this time since you are merely trying to increase interest around the topic, but to help students stay on task, inform them that one student will be responsible for reporting out some of the key ideas their group discussed.
5. When the conversation seems to have reached a lull, ask one member from each group to report out to the rest of the class. Record student responses on the whiteboard. One possible way to do this would be to divide their responses into appropriate categories (e.g., questions, comments, concerns, etc.). Engage students in a whole group discussion for as long as you see fit.
6. Conclude the lesson by having students complete the “Symptoms and Prescription” handout individually.



If pressed for time, the “Senioritis: Recognizing and Combating Senioritis” handout from collegeboard.com can replace the “Slackers Beware” article. Among other things, it includes a brief summary of key ideas from “Slackers Beware.”



Name _____

SYMPTOMS AND PRESCRIPTIONS

Instructions: Think about what a case of senioritis would look like for you. In the left-hand column list as many symptoms of senioritis as you possibly can, and then in the right-hand column prescribe potential cures for them. An example has been provided to get you started.

Symptoms (what would it look like?)	Prescription (how could I fix it?)
"Forgot" to do my homework	Use my phone's calendar or a planner to record assignments and their due dates

SENIORITIS

Recognizing and combating senioritis

Do your seniors know that slacking off during the spring semester or after being accepted to college may jeopardize their future plans? **Every year, colleges rescind offers of admission, put students on academic probation or alter financial aid packages as a result of “senioritis.”** How can you help prevent this common syndrome?

Colleges may reserve the right to deny admission to an accepted applicant should the student’s senior-year grades drop. (Many college acceptance letters now explicitly state this.) Admission officers can ask a student to explain a drop in grades and can revoke an offer of admission if not satisfied with the response.

And because the colleges do not receive final grades until June or July, students may not learn of a revoked admission until July or August, after they’ve given up spots at other colleges and have few options left.

WHAT COLLEGES EXPECT

Colleges see both a midyear grade report and a final (year-end) transcript and they expect students to maintain previous levels of academic success.

Colleges expect seniors to complete courses they enrolled in, including high-level courses. Many college applications ask applicants to list senior-year courses, with information about course levels and credit hours. College admission officers are interested in academic commitment and course completion.

According to an article in The New York Times*:

- The University of Colorado at Boulder rescinded admission for 45 of its accepted students, 10 of whom had already attended freshman orientation, selected classes or met roommates.
- The University of Michigan sent out three different letters to its incoming freshmen with poor final grades: 62 issuing gentle warnings, 180 requesting an explanation and 9 revoking admission.
- Twenty-three would-be freshmen found themselves without a college when the University of Washington revoked their acceptances during the summer because of poor final grades.

TIPS FOR KEEPING SENIORS ON TRACK

One way to prevent senioritis is to ensure that students remain excited, active and focused throughout their senior year. Challenge your seniors to:

- Maintain a challenging course load. Urge them to take the most rigorous courses available, including AP® courses (for which they can earn credit at many colleges).
- Enjoy their senior experience responsibly. Encourage them to celebrate the last year of school. They may enjoy cheering at football games, going to the prom, attending graduation festivities, and participating in clubs, sports and volunteer work.
- Commit to an internship or career-focused job. This can help them make informed decisions about their education and career goals. Or they can try out college early by taking a class at a local college in a subject that interests them or in which they excel.
- Keep a calendar of their activities and deadlines. This includes tests, college applications, senior-year events and extracurriculars. Caution them not to overextend themselves.
- Avoid obsessing over the admission process. If they do, everything else, including grades, suffers. It's all about balance and making the right choices.

Challenging your students in these ways will not only inoculate them against senioritis, but will leave them in a stronger position to transition from high school and face the rigors of college.

*Laura Pappano, "Slackers, Beware," The New York Times, April 22, 2007.

Source: <http://professionals.collegeboard.com/guidance/applications/senioritis>



OBJECTIVE

- Students will learn how to write and send a professional email
- Students will understand some of the writing conventions related to writing professional emails

LEARNING STANDARDS

Writing: Production and Distribution of Writing, 4

MATERIALS

- “Email Graphic Organizer” handout (copies needed)
- “Email Situation Cards” handout (cut into strips for groups)
- “Writing Effective Emails: Top 10 Email Tips” by Dennis G. Jerz and Jessica Bauer <http://jerz.setonhill.edu/writing/e-text/email/#attachments>

PROCEDURE

Part 1

1. This lesson can be done without computers if students do not have access. Have students write an email on paper to the following prompt. “You have noticed that a teacher has given you a score of zero for homework that you turned in. Draft an email, on notebook paper, that addresses the situation.” Alternatively, a teacher may generate his or her own scenarios for students to use as a prompt.
2. Discuss with students how they handled the situation in their emails. What did they say to the teacher? Consider asking the following questions to students.
 - What types of things should they avoid saying in the email?
 - What can go wrong in this type of email?
 - What types of things did they say in the email?
 - What can make your message confusing to the person you’re sending it to?

Part 2

1. List some do's and don'ts when it comes to writing emails that matter. Have student volunteers write out the do's and don'ts on the board while the teacher leads the discussion with the class.
2. Review the article, "Writing Effective Emails: Top 10 Email Tips," with students. Teacher should point out additional pointers that are left off of the dos and don'ts list.
3. Instruct students that they will write their own emails in groups. Put students into groups or pairs, depending on the classroom. Students will receive a situation card and need to write emails using the "Email Graphic Organizer" handout. The teacher may lead the class through one example to explain the organizer. Groups need to choose recorder to fill out the handout. Emphasize that students need to consider their audience and purpose when writing emails.
4. When students finish, have them pass their emails to the next group. The group will discuss what they think of the email from the perspective of the "recipient." Students will write feedback on the email.
 - What is the tone that is used?
 - Are you missing information that makes it hard to reply?
 - What is your impression of the person based on the email?
5. The teacher will discuss with the class what went well and what didn't go as well together. What are some of the challenges in writing emails to people you don't know? Ask students if they feel confident in writing emails in the future.



EMAIL SITUATION CARDS

Instructions: Cut these statements into strips and hand out to groups to discuss.

.....

You have heard from a friend of a friend that they are hiring for a job for theater intern at the Great Lakes Theater Company this summer. You cannot find this information online though you have an email address and a person's name and title. You are excited about this position. Write an email to this person to find out more.

.....

You need to set up an appointment to see an apartment to rent. Write an email to the landlord to set up an appointment.

.....

You are enrolled at Rivers Community College and you have noticed that they have mistakenly charged you for a parking pass on your student account even though you do not drive. Write an email to attempt to remedy the situation.

.....

You want to ask for a weekend off from work. Write you supervisor an email asking for the days you need off.

.....

You applied for a job at Dave's Supermarket using the web form on their website. You want to make sure that they received your message but the person you need to talk to is not there. They give you their name and email address and encourage you to write an email. Write an email that expresses your interest in the job and asks if they received your information.

.....

You want to apply into a program for Digital Media Design at a university in New York but you are unsure if you are doing everything you to do to get into their program. Do you need to have a portfolio with samples of work? What if you don't have the minimum GPA that they list on the website? How many graduates go on to find work that uses their degree? Write an email to the contact for the Digital Media Design program.

.....

You are struggling in your mathematics class in college and you're worried that you may fail. Sometimes you feel like you can't understand what he's saying in class. Write an email to your professor asking her for help or feedback.

.....

Name(s): _____

EMAIL GRAPHIC ORGANIZER

SUBJECT:

Example: Missing Grade on Persuasive Essay

This subject should be short and descriptive like a title. It should alert your reader to what to expect. A subject can get your email answered sooner.

SALUTATION:

Opening Greeting:

Ms. Johnson:

If you call the person by their first name, you may use this in the salutation followed by a comma. For more formal letters, use their title (Ms., Mr., and Mrs.) followed by their last name and a colon. If you don't have the person's name, address the email to To Whom It May Concern:

BODY OF EMAIL:

Main Point or Reason for Email:

Example: I noticed that I didn't get a score on my essay.

Supporting Details:

Example: I think I put the homework in your drop box. Is it possible that you haven't graded it yet?

Restate Main Point and Request for Action:

Example: I would like to get a grade for this soon. Let me know if you would like to meet about it.

Friendly Closing Statement:

Example: Thank you in advance to looking into this.

CLOSING:

Example:
Sincerely,
J. Smith

Use a closing followed by a period. For example: Kind regards, Many thanks, Sincerely, With consideration.

OBJECTIVES

- To enhance students' ability to calculate risk
- Enable students to assess their personal decision-making skills
- To help students recognize whether they are emotional risk-takers or logical risk-takers

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1.a-d

MATERIALS

- Four decks of cards
- Copies of the “What’s My Risk-Scale Factor?” worksheet
- Copies of the “Risks I’ve Taken” worksheet

PROCEDURE

Part 1

1. Before beginning the lesson, ask the students to provide a definition of “risk.” The questions should be asked in ways that are informal and inviting.
 - Can you share an example of a time in your life that involved taking a risk?
 - Do you consider yourself a risk-taker?
 - What does risk mean?
 - Is risk a bad thing?
 - Why is risk important in our lives?
2. After facilitating the discussion, explain/reiterate the importance of favorable decision-making and when and how to embrace risk related to education and career choices. Some examples include:
 - College choice(s)
 - Career choice(s)
 - Academic behavior
 - Study habits
 - Social activities
 - Peer pressure

3. At this point in the lesson, hand out the “Risks I’ve Taken” worksheet and have students complete it individually. Make sure they do NOT write their names on it, as this is an anonymous exercise on self-reflection and will be turned in for a later purpose in the lesson.
4. Once everyone has finished, collect the worksheets. Tabulate the results for every category during the next activity.

Part 2

1. Explain that the examples of risks discussed will be simulated in a game of Spades.
2. Have students raise their hands if they DO know how to play Spades, and divide the students up by groups of four. It is recommended that students who do not know how to play Spades are partnered with students who do. For each group, pass out a deck of cards (52 count), and four “What’s My Risk-Scale Factor?” worksheets.
3. Some students may need to learn how to play Spades, so the instructor should give everyone enough time to play a few “practice rounds” in order for everyone to understand how the game is played. Directions on scoring may also be necessary.
4. Once all the students get the hang of the game, it is now time to begin for real. Students will play five rounds of Spades. One person in each group can be the scorekeeper, while ALL students will keep track of the number of times they overbid, underbid, or bid correctly.
5. As the students play through their games they must each keep track of their bids using the “What’s My Risk-Scale Factor?” worksheet. They will place a checkmark after each round under the corresponding column title. For example, if a student underbids (i.e., bids 4 but wins 5 tricks), then they put a checkmark in that column for the round. Although Spades is a game of 2 vs. 2, this area of the activity is focused on each individual.
6. While the students are playing their five rounds of Spades, the teacher will review the “Risks I’ve Taken” worksheets that were just handed in. Take counts of the categories and write them down somewhere. Take counts of the total number of logical risks and the total number of emotional risks. Lastly, take count of the number of students who take risks with their brains vs. with their hearts. You can write them on the board if you don’t think the students will get distracted while playing.
7. After all five rounds have been completed, each student will go over his/her worksheet using the scoring method in the directions.

Part 3

1. Once all the groups have completed their five games and students have scored themselves, it is time to bring the class back for discussion.
2. Have the students think about how their Risk-Scale score reflects the risks they take in their lives. Some teachers may be comfortable measuring how their classes rank by a show of hands based on each scoring level (20-25, 15-19, etc.). How “risky” is the class as a whole?
3. Ask the students what sorts of lessons could be garnered based on this card game.
 - Do they believe that their choices in the game reflect how they make choices in their life?
 - Did anyone underbid too much? Overbid too much?
 - What do they think their Risk-Scale score says about their decision-making or risk-taking skills?
4. Next, it is time to go over the results of the “Risks I’ve Taken” worksheets. You should start by giving the total number of students in the class to give them some perspective.
5. Go over the results of each risk from the table.
 - What results were surprising?
 - Any very high or very low counts in any risks? Discuss some of the more significant results with the class.
 - Why do they think some results are high while others are low?
 - Which of these risks do they think are more common than others?
 - Which do they think are more serious?
6. Now ask students if these activities have changed their perception on what it means to take risks. Ask them if it has made them rethink how they will approach risk in the future.



Name: _____ Date: _____

WHAT'S MY RISK-SCALE FACTOR?

Instructions: Play five rounds of Spades with your classmates. After each round, check off whether you overbid, underbid, or correctly bid on the table below. Once you have completed five rounds, add up your Risk-Scale Factor score based on the following: *For every **correct bid**, add 5 points. For every **underbid**, add 1 point. For every **overbid**, add 0 points.*

ROUND	OVERBID	EXACT BID	UNDERBID
1			
2			
3			
4			
5			
TOTALS			
<i>TOTAL SCORE</i>			

Now add up the totals in each column, then add your three totals for your TOTAL SCORE.

- 20-25: Perceptive risk taker
- 15-19: Moderate risk taker
- 10-14: Inconsistent risk taker
- 0-9: Needs improvement with risk-taking skills

Name: _____ Date: _____

RISKS I'VE TAKEN

Instructions: Everyone takes risks. Some risks are emotional, some risks are logical. Some are worth it, and some are not. Some risks are important, but some are trivial. Think about some of the risks you have taken in your life. Look over the following list of risks and put a check next to any that you have taken. At the bottom, you can add in any other significant risks that you remember taking at some point in your life. Do not write your name on this sheet.

RISKS TAKEN WITH YOUR BRAIN (LOGIC)	RISKS TAKEN WITH YOUR HEART (EMOTION)
Went to a job interview	Did not invite someone to a party
Tried to score a point in a game or sport	Tried to make a new friend
Pressed the "Snooze" button more than once	Talked back to an authority figure
Did not check my work after completing it	Talked about someone behind their back
Jaywalked	Helped out a complete stranger
Went on a shopping spree	Gave in to peer pressure
Stayed up all night	Lied to someone
Drove over the speed limit when I was late	Trusted someone with a secret
Skipped class	Gone on a date
Did not study for a big test	Fallen in love
Skipped a meal	Never apologized to someone
Quit a job I hated	Never forgave someone
Other:	Other:
Other:	Other:
Total for the brain:	Total for the heart:

TOTAL NUMBER OF RISKS CIRCLED:

The heart, the brain, and the risks

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Talk to the class about risks that you have taken in your life, and what happened in the end. Only talk about what you are comfortable sharing. Try to think back to when you were in high school and confronted a risky situation, up until now. Have there been any short or long-term effects from the risks you've taken?

OBJECTIVES

- Students will learn how certain mindsets can affect the important decisions they make and the positive or negative results of these decisions.
- Students will recognize ways in which they have fixed mindsets or growth mindsets in their own lives.
- Students will become aware of reasons why shifting to a growth mindset from a fixed mindset will help them learn and succeed.

LEARNING STANDARDS

Speaking and Listening:

Presentation of Knowledge and Ideas 4, 5, 6

Comprehension and Collaboration 1c-d

MATERIALS

- Fixed vs. Growth Mindset graphic
- Fixed vs. Growth Mindset criteria handout
- Magazines, art supplies, poster board paper



PROCEDURE

Part 1

1. Students will watch a short clip about a fixed mindset versus a growth mindset: <http://www.youtube.com/watch?v=UNAMrZr9OWY&feature=related>
Once the video is done, the teacher will ask the class if they have ever felt the same way as the young girl. Why did they hold back? How could this affect them when they are supposed to make important decisions? Ask students if they have ever thought about giving up when something got really hard or overwhelming (maybe by a show of hands). Ask them how the thought of quitting made them feel.
2. After this discussion, the graphic will be shown on the screen and explained to the class.



Part 2



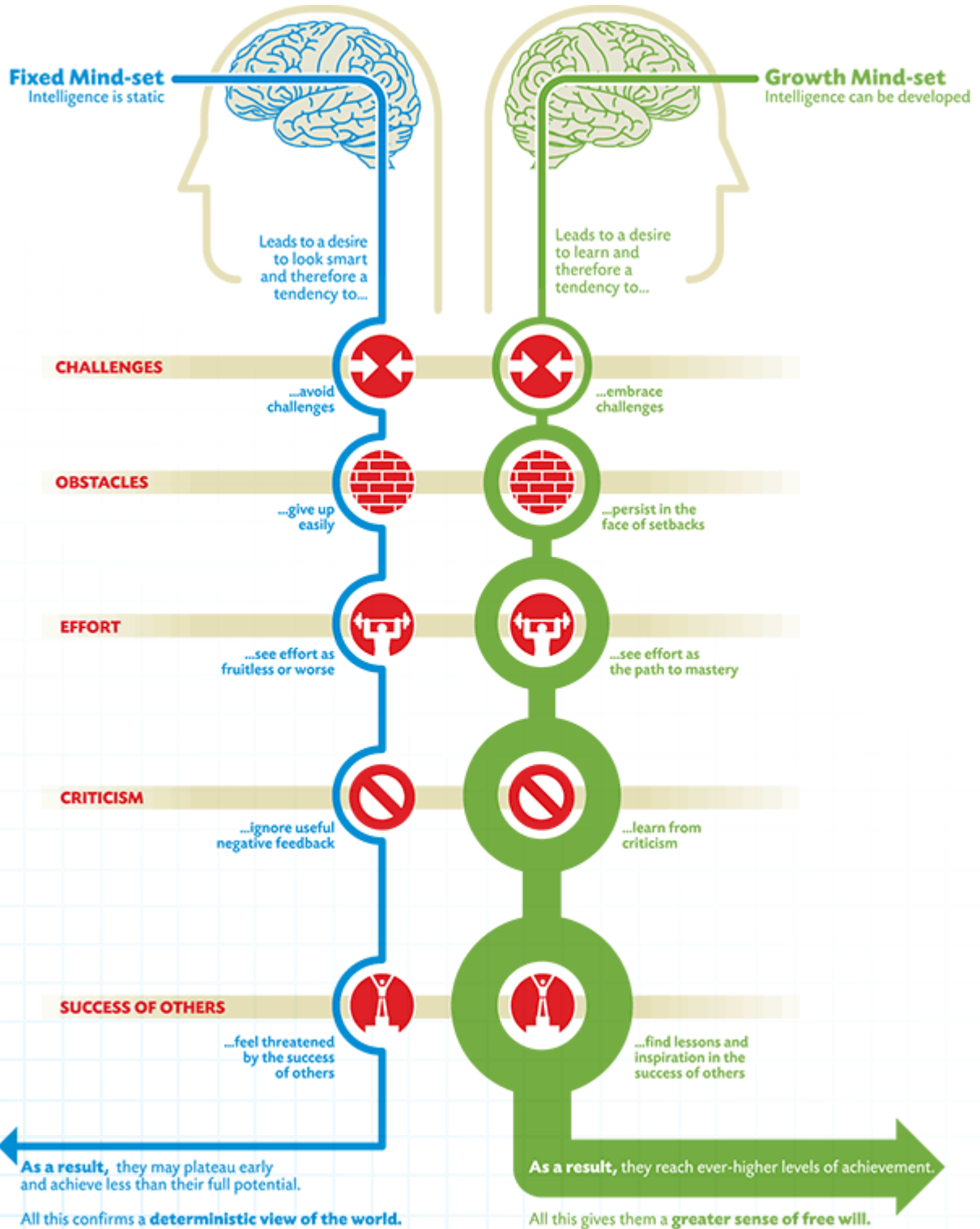
1. For the next assignment in this lesson, students will think of a time in their own lives where they were able to recognize their mindsets as being fixed. They will think of another time in their lives where they accomplished something because they went into it with a growth mindset.
2. For this assignment, they will create an on-paper diptych (two-sided artwork) that illustrates the final outcome of each of these times in their lives. Briefly explain that a diptych is two flat works of art attached at the middle to represent two separate ideas. This type of art has been popular since Ancient Rome. Post an example of a diptych on the screen, or create handouts for the students. The diptych the students create can be drawn as a literal interpretation of the outcome or it can be more symbolic. Encourage the students to be creative. They can also bend the rules of this assignment and use their imagination if they'd like, such as making one side of the diptych representing what actually happened and the other side representing what could have happened in one of their scenarios. If students are having trouble thinking of ideas, they may use a role model for their diptych, as long as they explain why this person's story relates to their own experiences.
3. Students may volunteer to present their diptychs to tell the class their stories. This may be required of all students or it can be optional. Facilitators are encouraged to ask questions after a student presents to make him/her think about how this fixed vs. growth diptych is representative of their entire life—especially their future.

Part 3

1. After the diptych presentations, students will be grouped up and assigned a section of the mindset visual (one group has “challenges,” another has “obstacles,” etc.). Based off of the video, the mindset graphic, and what they learned from the preceding exercise, the groups are assigned to make up a skit of an example where a fixed mindset and a growth mindset will affect an important decision someone has to make. They are encouraged to be creative and do not have to limit themselves to a school setting. They are to write the script and act the scene out themselves.
2. Pass out the criteria handout as a basis for their skits. The scenes must each have TWO endings—one based on the fixed mindset and the other based on the growth mindset. There will be a point in the skit where the action stops for a brief moment and one ending plays out, followed by the other ending from that same moment. Skits should be no more than four minutes each.
3. Once all the groups have finalized their skits, they will present them to the class. After everyone has presented, there will be a class discussion based on how a growth mindset is important for them to set and achieve goals.



FIXED VS. GROWTH MIND-SETS



GRAPHIC BY NIGEL HOLMES

FIXED VS. GROWTH MIND-SET SKIT CRITERIA

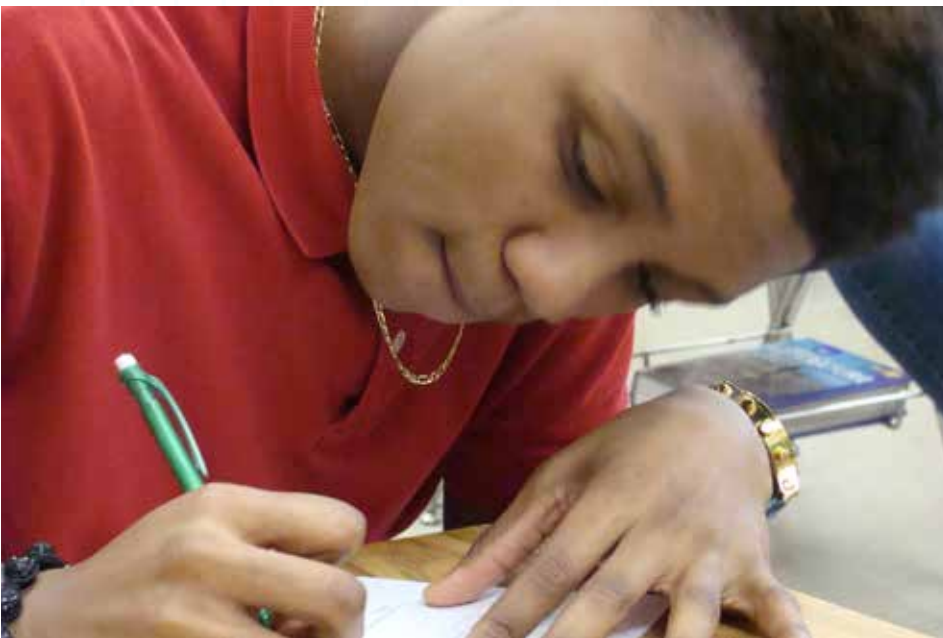
1. What is your group's assigned mindset category?
2. Who is/are the main character(s) and what is the setting they are in?
3. What is this moment in their life when they are tasked with a big responsibility or decision?
4. **Ending 1:** If they possess a FIXED MINDSET, based on your category, what holds them back from achieving their full potential? How does this story end as a result of this fixed mindset?
5. **Ending 2:** If they possess a GROWTH MINDSET, based on your category, what morals, goals or work ethics do they have that allows them to achieve, learn and be happy? How does this story end as a result of this growth mindset?

Growth mindsets

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Think of a time in your own life where you possessed a fixed mindset and prevented yourself from achieving your potential. Explain to the class how you felt during this time in your life and what opportunities you think you may have missed out on because of your fixed mindset. What you could also explain how your mindset changed from fixed to growth because of a significant event in your life, and how your newly possessed growth mindset got you to where you are today.

Create your own diptych of a fixed and growth mindset and present it to the class. This could be done before the students start on their own to help them better understand the assignment.



OBJECTIVES

- To cultivate the skill of prioritization
- To equip students with communication and negotiation skills that are necessary for effective job performance.
- Enhance students' decision-making skills.
- To introduce students to the principle of becoming a contributing citizen as they enter the workforce.

LEARNING STANDARDS

Speaking and Listening: 1b-d, 2, 3

Presentation of Knowledge and Ideas 4

MATERIALS

- Handouts of “Build a City, Build a Future” Discussion questions (see below)
- “My City, My Future” Worksheet

PROCEDURE

A skill of the the 21st century is prioritization. It is vital that students begin to put into practice the ability to make appropriate decisions that effect their future. This activity is designed to enhance this skill set. In this lesson, students will be challenged in their prioritizing skills through a simulation.

Part 1

1. Divide the students up into groups of three to five depending on class size.
2. Next, explain to the class that they have been assigned to establish a new city. It is their responsibility to select the following:
 - 10 occupations that operate within the city
 - 5 buildings that house vital services to the city
 - 3 city departments (e.g. Agriculture, Energy, Taxes, Trade, Transportation)
 - A name for their city
3. During this activity, each group must discuss and reason with each other about their decisions. The only way a final decision is made is via majority vote. As such, this will enable the students to appreciate the skill and process of negotiation and a democratic framework.

4. During the group work, teachers should walk around to each group and encourage students to explore the different possibilities of their “new city.”

Part 2

1. After students have made their selections they will be asked to share them with the rest of the class. Each spokesperson will present the layout and structure of their city. Each spokesperson should take three to five minutes to make their presentation.
2. As the spokesperson is presenting, a facilitator will write on the board which criteria from above each group choose. You could do this by making a table and writing the groups’ city name at the top of each column, followed by their selections.
3. After each spokesperson presents, point out the trends between the groups for their chosen selections. Consider asking the following questions:
 - What was picked most often? Why?
 - What difficult decisions had to be made within the groups?
 - Compare difficulties amongst groups.
 - Which occupations/buildings/agencies were not chosen? Why?

Part 3

1. For the last part of the lesson, hand out the “Build a City, Build a Future” Discussion sheet and present the questions to the class. The six questions should provoke discussion amongst the students and teachers.
2. If you thought of any additional questions based on your observations during the small group work, then you should ask those, too. These could include biases or disagreements you witnessed between group members, or common themes represented between the groups.

Name: _____ Date: _____

“BUILDING A CITY” DISCUSSION

Instructions: You do not need to write on this worksheet. After the activity, we will be going over it as a class in our discussion.

1. What was it like making these types of decisions with your classmates?
2. What influenced you the most about some of the occupations, buildings and/or agencies you selected? Explain why you picked these ten.
3. Did any of the ideas come close to being selected but were discarded in the end? What was it about the idea that caused your group to reconsider?
4. What does this activity say about the importance of your future occupation?
5. What were the top three important things you considered when determining what to include in your ‘new city’?
6. How else might this activity relate to your view about community and your future career?

Name: _____ Date: _____

“MY CITY, MY FUTURE” WORKSHEET

BUILDING	REASON
CITY DEPARTMENT	REASON

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

MODULE 4

College Entry, Survival, and Success



Making my
FUTURE
WORK
A COLLEGE AND
CAREER READINESS
PROGRAM

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

OBJECTIVES

- Students will identify common situations that may cause problems in college
- Students will create strategies to avoid potential problems

LEARNING STANDARDS

Speaking & Listening:

Presentation of Knowledge and Ideas, 5

Writing:

Research to Build and Present Knowledge, 8

MATERIALS

- Computer with Internet (for the facilitator)
- Projector, screen, and video/audio connections
- “College Scenarios” handout (cut into strips)



PROCEDURE

1. Introduce the activity by showing a video on plagiarism called “Plagiarism, Don’t Do It.” <http://www.youtube.com/watch?v=gC2ew6qLa8U>. Teachers may consult “Defining and Avoiding Plagiarism” from the Council of Writing Council Administrators to prepare for the lesson: <http://wpacouncil.org/node/9>.
2. If time allows, teacher will help students to brainstorm additional ideas of possible pitfalls they may encounter in college.
3. Teacher will record ideas and display on whiteboard or via projector.
4. Break students into cooperative groups of 3 to 4 students.
5. Give each group a scenario from the “College Scenarios” handout. Have students read the card to their group. What type of problem is the person facing (moral, academic, dangerous)? What are the consequences that the student in the scenario is facing? What could the student do to avoid or solve the problem?
6. After students have time to work in their groups, each group will give a brief presentation to the class of their scenario and their analysis of the situation.

Making my
FUTURE
WORK
A COLLEGE AND
CAREER READINESS
PROGRAM

COLLEGE SCENARIOS

Instructors: Facilitators will cut the scenarios into separate strips to give to groups to discuss.

1. Jeyrome has a five page paper to write for Sociology. His topic is the relationship between socioeconomic status and rate of graduation from a four year college or university. As he completes his research, Jeyrome discovers that a huge amount of information has already been written about this topic. He is confident that he can complete this assignment without a problem, and gets to work. Jeyrome reads several articles and published papers and begins writing his own paper. He uses what others have written, changing some of the words to make the work his own. Citing work isn't important because he has changed some of the wording.
2. James has arrived on campus fully prepared to succeed. By the middle of the first semester, he is feeling a little overwhelmed because he has four major assignments due. Expository Writing is the class that he feels is the most troublesome and time-consuming. James is a Computer Science major and he feels that this class is not even relevant to his future. He has a little extra cash from his part-time job and decides to use some of his paycheck to buy a paper from an online service.
3. Sandy is an only child and is not used to sharing a room with anyone. She is accepted into Ohio State University and finds out that all freshmen must live on campus and that there are no private rooms. Sandy is nervous about sharing a room but realizes that she has no choice. She arrives on campus for orientation and meets her roommate. Her roommate, Sheila, seems really nice but within the first month Sandy finds out she's a little inconsiderate. For example, Sheila likes to have her boyfriend over every night. The lack of privacy is making Sandy miserable, but she doesn't want to cause a problem.
4. Christian is in the Honors Program of a local university. He resides in the honors dormitory and takes one class each semester with other residents. One of his class requirements is to complete a take-home midterm exam that consists of five essay questions. The professor cautions the students that take-home tests are not as effortless as they sound. He also reminds everyone that he expects them to follow the honor code and do their own work. Christian is elated; he can't believe his good fortune. He is very confident that he can enjoy the parties that are already planned this weekend and breeze right through this test on Sunday evening. He doesn't even look at the questions until 7:00 pm Sunday evening and when he does he feels sick. Each question will require at least a two typed page response. He calls his friend and asks her to come over and help him out. He's doing his own work, but she'll just be helping him.

5. Jamecia is so excited when she and her girlfriend Angie get invited to a party at one of the fraternity houses near campus. She and all of the incoming freshmen have been informed of the university policies on safety and underage drinking, but she is not concerned. The girls get ready and show up at the party and are having a great time getting to know new people. There is drinking at the party; in fact, everyone is drinking. Jamecia and Angie decide a couple of beers won't hurt them. When they arrive back to their dorm on campus, their RA, Seth, happens to be in the hall. He stops to greet them and immediately smells the alcohol on them. Seth tells the girls that he will meet with them tomorrow. Jamecia and Angie quickly sober up (figuratively) and spend the next hour talking about what they should do.

6. Taylaura loves the freedom of college life. It is so different from the structure of high school. Nobody is bugging her to be on time to class or calling her mother because she is out of dress code. The first semester she decides to follow the advice of her advisor and take only fourteen credit hours. She has been told that it will seem as though she has tons of free time, but that deadlines have a way of sneaking up on you. Taylaura intends to major in business and takes a math class for business majors in the fall. The class is three morning/week and meets from 8:00–9:00. Taylaura is so happy that the class meets only a few times a week. She promises herself that she will attend every session. At first Taylaura keeps her resolution to attend each class, but by the fourth week of the semester she was enjoying the parties that happened every Thursday night and started skipping her Friday morning class. Since Fridays were usually review sessions, she wasn't too worried. When the midterm exam review sheet was passed out, she was shocked to realize that she was unfamiliar with thirty percent of the material listed. The test was in one week.

7. Joshua lived in a large dormitory on campus that had many amenities, including a small gym and a cafeteria. He had come from a very large urban high school that was quite tolerant of diversity and he was comfortable with that. He chose his university in part because the financial aid package had been extremely generous, and he did not want to graduate with a huge amount of student loan debt. Joshua was pretty easy-going and got along well with most people. He was happy that he seemed to be making friends easily. Not long after the semester started he noticed one boy who seemed to spend a lot of time by himself. Any time that he saw him in the cafeteria, he was by himself. He also didn't attend any of the social events sponsored by the dorm. Joshua wanted to invite the boy to join him and his roommate, Jeff, at a friend's party but Jeff said to forget it. When Joshua asked why, Jeff told him that the boy was gay and that he didn't want to be around that.

8. Kym was so excited to be away at school. She realized that her mom had really sacrificed to send her, especially since her mom had just had her hours cut at work. Her family was certainly not wealthy, and she could tell that many of the students she was meeting in school were wealthy because they seemed to have a lot of spending money. Tamra was a new friend that Kym met in the dorm. She lived right across the hall and they had a couple of classes together. Tamra's parents were both attorneys and Tamra hoped to practice law in the family firm one day. One day, right before her birthday, Kym received a package from her mom. It was a new outfit that she had admired the last time she and her mom had been window shopping. Kym couldn't believe she got it! Tamra loved it, too. In fact, she loved it so much that she asked Kym if she could borrow it to wear on Saturday night. She wanted to wear it on a date with a guy she had just met. Though she didn't feel good about loaning it out, Kym agreed. After all, Tamra was her best friend at school. Kym didn't see Tamra Sunday, but on Monday she was anxious to hear all about the date. She also wanted her clothes back. Tamra told her about the date, and she said she'd return the outfit as soon as she washed it. A week later, Kym still didn't have her new clothes.

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THEY MADE ME DO IT: A WAY TO EXAMINE HAZING

11-12

OBJECTIVES

- Students will learn the definition of hazing
- Students will explore their personal beliefs and values that influence their view of hazing
- Students will become aware of the beliefs and values that make organizations appealing which may engage in hazing practices

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration, 1a-d

Writing:
Research to Build and Present Knowledge, 7
Range of Writing, 10

Language:
Vocabulary Acquisition and Use, 4, 6

MATERIALS

- YouTube video of a section of “School Daze” by Spike Lee
- Computers with Internet
- “What Does Hazing Look Like?” handout (copies needed)
- “What Does Hazing Look Like?” teacher’s answer key
- “The Devil Wears Prada” film for the extension activity



PROCEDURE

1. Facilitators should introduce this video by showing a debate about hazing. The video can be found on YouTube at <http://www.youtube.com/watch?v=53B6Lbwd22o>. Ask students to discuss why hazing happens.
2. Many people have the desire to belong to social organizations, the

military, or even professional settings, and may be asked to prove their devotion to a group or organization by engaging in activities that are difficult, create physical risk, or are humiliating. Asking someone to do such activities, as well as engaging in them, is considered participation in something called hazing. Webster’s Dictionary defines hazing as “the practice of playing unpleasant tricks on someone or forcing someone to do unpleasant things [as] part of ritual that people (such as college students) must go through before they are allowed to become members of a group.” (<http://www.merriam-webster.com/dictionary/hazing>) This type of behavior can be found in high schools as well, since students attempt to belong to sports organizations or other extra-curricular activities. Hazing is against the law, but many engage in these practices of peer pressure because they desire to belong to the group and feel that membership will justify taking these risks. Since so many students encounter this issue as they enter and attend classes on campuses throughout our nation, it is very important to develop an understanding regarding this issue and consider an approach to this issue.

3. Discuss these questions for three minutes. How do you feel about the practice of hazing? What are some of the reasons why students get hazed?
4. Students will then complete the “What Does Hazing Look Like?” handout. After students have completed this sheet, they will turn them in and the answers for each prompt will be given. If desired, students may work in pairs or small groups.



Optional Activity: Show the “Devil Wears Prada” scene when Andy (Anne Hathaway) is chastised by her boss, Miranda (Meryl Streep) for neglecting to secure a flight for her because of a “small storm.” The segment should begin with the segment when Andy is going to the theater with her father and end with the meeting between Miranda and Andy in her office. Ask students to decide if this is an example of hazing in the professional environment and justify their answer with examples from the film clip.



5. Literary Connection: *The Battle of Jericho*, by Sharon Draper, describes a hazing incident and can be seamlessly connected to this lesson.

Optional Activity: You may want to have students look at the information at www.insidehazing.com/statistics_25.php, which gives twenty-five interesting facts about hazing in the high school and college environments. A student could then summarize this information and present their findings to the class in an appropriate format.



6. This lesson would last 40 minutes without extension or optional activities.

WHAT DOES HAZING LOOK LIKE?

*Student Directions: Please look at these scenarios. If the described incident seems to be an example of **hazing and is involuntary**, place the letters **HI** on the blank in front of the scenario. If the described incident seems to be an example of **hazing where the person voluntarily submits** to the activity, place the letters **HV** on the blank before it. Lastly, if you **do not think that hazing occurred** in the activity, place an **X** on the blank. On the lines below, write a sentence about why you placed an answer on the blank. Good luck!!*

1. ___ Two young ladies, Rosa and Keyshia are walking down the street. Rosa is a member of the Jumino University band, and Keyshia wishes to be a member of the band. The band member says that she is tired and no longer wants to carry the two books in her arm the one-mile distance to the class. Keyshia offers to carries the books for the band member, although she has four books in her backpack and is carrying that on her back.

REASONING:

2. ___ John President always dreamed of being in the U.S. Navy Corps. He knows that he will be expected to have the ability to swim, but has not mastered swimming. When he meets with the Naval Recruiter, he is told that if he does not learn to swim in the next month, he will not be eligible to join the Navy Corps in the next recruitment group. John then learns to swim in one week so that he can join the next recruitment class.

REASONING:

3. ___ Richard and Robert are both 21-year-olds who drink moderately and enjoy a shot of Tequila every weekend. Richard is a member of Kappa Gamma Beta Lau, and Robert wants to become a fraternity brother. Robert decides to pledge, and during his last week of initiation, he joins Richard at their favorite pub. Ten shots of Tequila are placed before Robert, and Richard informs him that he must drink all of them in five minutes as his final test. Richard pays for the shots.

REASONING:

4. ___ Rashida, Marketa, and Emily are friends who attend a suburban high school. After an equestrian outing, they decide to go to the local ice cream parlor. After purchasing their cones, they have a seat. Emily notices that she is the only one who ordered a chocolate cone, and the other girls critique her choice. Emily is so upset about being teased that she throws the cone away and gets a strawberry cone, like her friends.

REASONING:

WHAT DOES HAZING LOOK LIKE?

TEACHER'S ANSWER KEY

** Please omit this from student handouts*

1. **HV**

Reasoning: In this scenario, Keisha volunteers to carry the books after the complaint by Rosa. It can be assumed that Rosa made the suggestion so that Keisha would volunteer to do this and earn favor. It is also unlikely that Keisha wanted to carry additional books in her arms with a heavy backpack.

2. **X**

Reasoning: John is motivated by his desire to become a member of the Navy, and does not have any pressure placed on him by the Naval officer that is unreasonable or against his will.

3. **HI**

Reasoning: Robert does drink alcohol, but he does not drink excessively in the scenario. Richard purchased an enormous amount of alcohol that is dangerous, or even deadly, to consume. Additionally, the alcohol consumption is included as a last test to gain acceptance into the fraternity, when the two are not legally related to one another.

4. **X**

Reasoning: It is improper to tease someone, but the behaviors described do not fit into the definition of hazing.

OBJECTIVES

- Students will identify the signs of depression, loneliness, and stress.
- Students will explore various ways to deal with the emotions of being homesick.
- Students will become aware of what causes homesickness and how parents can help.
- Students will write letters to themselves, parents, and friends about what they might feel overcoming loneliness and coping with major life changes.

LEARNING STANDARDS

Reading for Information:
Craft and Structure, 4

Reading for Information:
Integration of Knowledge and Ideas, 8

MATERIALS

- Computer with internet access (for the facilitator)
- (Optionally) Computers with Internet access for students
- Envelopes



PROCEDURE

- Writing: Production and Distribution of Writing, 4
- Writing: Research to Build and Present Knowledge, 7

Part 1

1. Draw three columns on the board with the words “actions,” “words,” and “feelings” as headers. Ask students to brainstorm and write down what they suppose a depressed person may say, do, and feel. Instruct students to make notes in the correct columns.

2. Facilitate a discussion about what the students wrote.

Part 2

1. Teacher draws three more columns on the board headed with the words “family,” “home,” and “friends.”
2. As a class, discuss what things might trigger depression, loneliness and stress for a college freshman living away from home. List those triggers under the different columns labeled “family,” “home,” and “friends.” For example, under “home” a student might mention missing home-cooked meals or under “family” a student might mention hugs or kisses. Under “friends,” a student might mention missing trips to the mall with friends.

	actions	words	feelings
family			
home			
friends			

Part 3

1. Students are to research reasons for feeling “homesick” and ways their parents and friends can help. For example, parents could send the student a “care package,” a collection of items that have special meaning to a student.
2. Each student will share with the class something from their research which was not shared by the previous students. Next, students take turns until all strategies for helping them deal with depression and loneliness have been expressed. (This should be a running list on the board for students to be able to add to their research.)



Part 4

1. At this time teachers should share this site with the students and discuss from where homesickness stems: <http://www.cnn.com/2010/HEALTH/08/16/homesickness.not.about.home/index.html>
2. The following website will share other emotions they might feel throughout freshman year: <http://www.wvcc.wy.edu/studdev/pdf/First%20Year%20College%20Issues.pdf>

Part 5



1. Explain to the students that they will write letters to themselves about how they are feeling about leaving for college. In their letters, they can include the following:
 - how you might be feeling
 - why you might be feeling these things
 - give yourself permission to feel this way
 - suggestions to what you should do to remedy these feelings
 - express to yourself how important and valuable you are to yourself and others
 - thank yourself for writing yourself this letter and why this letter is important
2. Instruct students to write a letter to your parents. If they like, they could also write a letter to their friends. In the letter, tell them to include the following:
 - telling them how you might be feeling while away at college
 - conveying why you might be feeling this way
 - expressing your positive feelings and appreciation of them
 - asking them to help you cope
 - list the ways in which they can help you
 - thank them and express how important their support is to you
3. Put each letter in an envelope and address it to the appropriate person. This letter should be given to the person the last time you will see them before heading off to college and they should read it once you are gone. Take the letter addressed to yourself with you to college and place it in a visible yet private place for you to read whenever you may be feeling depressed or lonely.
4. Have students reflect on these letters make them feel. How do you feel these letters will help you as a freshman in college?

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OBJECTIVES

- Students will analyze syllabi from a variety of colleges and universities and discuss the differences between high school course expectations and college-level course expectations
- Students will explore ways to overcome the challenges presented by the transition from high school to college-level work

LEARNING STANDARDS

Writing Strand

Research to Build and Present Knowledge: 7

Reading for Information

Key Ideas and Details: 1

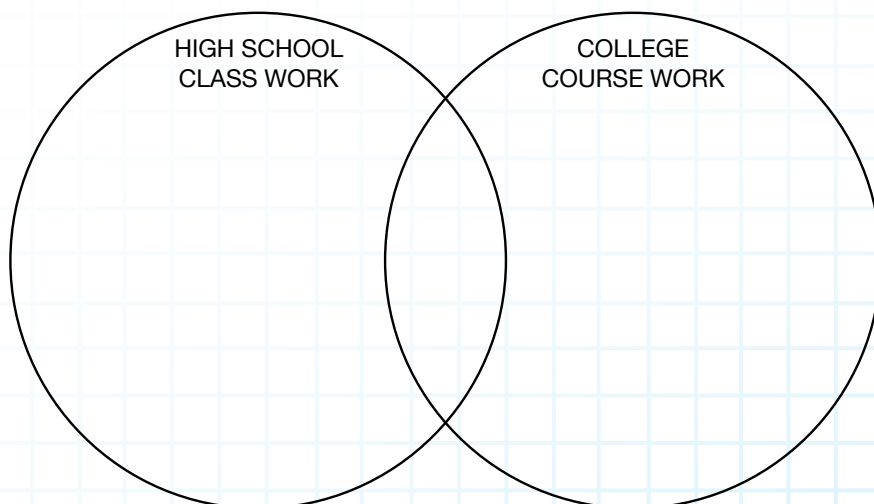
MATERIALS

- Whiteboard, markers
- Computers with Internet
- “Syllabus Analysis” handout (copies needed)
- Pen, pencil

PROCEDURE

Part 1

1. Teachers initiate discussion by creating a Venn Diagram on the board, similar to the one below.





2. Ask students about their perceptions of high school versus college level work. Record all responses. At this point in the discussion, students may or may not have much knowledge of college-level course work, so the Venn Diagram may be more heavily weighted on the high school side.
3. Next, access the following URL for a Freshman Level English Class at Ohio State University (you may choose to tailor this lesson to your particular locale or to a different subject area, in which case you substitute a link that you have previously reviewed and selected). Link to Syllabus: http://dmp.osu.edu/sample_syllabi/John%20Acker%20110%20syllabus.pdf
4. Read and review the syllabus as a class, asking students for their feedback about the syllabus. You can continue to fill in the Venn Diagram on the board as the discussion deepens and students begin to make observations about the differences between high school and college-level course expectations.

Part 2



1. Once the class has analyzed the sample syllabus as a whole group, divide students into pairs, small groups of three or four or have them work individually for the next portion of the assignment, which involves locating and analyzing a college-level syllabus on their own.
2. Distribute copies of the “Syllabus Analysis” handout.
3. Direct students to complete the “Syllabus Analysis” handout using the Internet to locate the syllabi of their choice.

Part 3

1. Once the “Syllabus Analysis” handout is complete, ask students what challenges they anticipate based on the course expectations, workload, timeframes, textbook requirements, etc. that they encountered in this activity. Follow-up with a discussion of ways to overcome these challenges. You might consider using a chart like the one below to record responses on the board.

College course work challenges	Solutions to these challenges



2. Have students reflect on the following questions. What will you need to do to make sure that you are successful during your first year of college?

SYLLABUS ANALYSIS

Name: _____

Instructions: Select a subject area or potential college major. Conduct an internet search for a college syllabus that corresponds with that subject. Freshman level courses are typically numbered in the 100 range (English 101 Syllabus, Biology 110 Syllabus) and upper-level courses often begin in the 200 range (Chemistry 232 Syllabus, Biology 415 Syllabus). You may also considering searching for syllabi at a particular college or university of interest to you (Photography Kent State Syllabus, Music Oberlin Syllabus)

COLLEGE OR UNIVERSITY:

INSTRUCTOR NAME:

COURSE TITLE AND NUMBER:

CLASS MEETING TIMES:

INSTRUCTOR'S OFFICE HOURS:

1. Describe the way this syllabus is arranged. (How is it organized?)
2. What textbooks are required for this course?
3. How many assignments does this course require? Describe each assignment. What is the weight (percentage that assignment contributes to your grade) of those assignments?

SURVIVAL OF THE FITTEST FRESHMAN

12

OBJECTIVES

- Students will participate in a group activity in which they analyze skills necessary for success in college
- Students will discuss the importance of college-readiness in relationship to the high drop-out rates for college students in the U.S.

LEARNING STANDARDS

Writing:

Research to Build and Present Knowledge, 9b

Speaking and Listening Strand:

Comprehension and Collaboration, 1d

MATERIALS

- “Survival of the Fittest (Freshman) Simulation Game” handout (copies needed)
- “Survival of the Fittest (Freshman) Simulation Game” answer key
- Pen, pencil
- Computer with Internet (optional)
- Prizes

PROCEDURE

Part 1

1. Teachers initiate a brief discussion about being prepared for college. Possible questions might include: Does anyone feel like they are totally prepared for their college experience? Is anyone feeling completely and utterly overwhelmed? After generating a range of responses, explain that this lesson is designed to help students think about the essential skills needed to survive their freshman year.
2. Depending on the size of the class, divide students into groups of three or four.

3. Distribute copies of the “Survival of the Fittest (Freshman) Simulation Game.”
4. Instruct student teams to read the directions carefully and begin the activity OR read the “Scenario” and “Task” portions of the assignment together and then instruct students to begin ranking the skills.
5. Once all groups have completed their rankings and rationales, have each group report out their results. Teachers will need the answer key to assign points to each group and foster discussion around the importance of each skill, regardless of ranking.



OPTIONAL PROCEDURE: If time permits and technology is available, facilitators may want to direct student attention to the article “Top Ten Study Skills Needed by College Freshman” at <http://www.helium.com/items/1179379-top-10-study-skills-needed-by-college-freshmen?page=2> the source article for this assignment.



6. Have students reflect on the following questions. Which of the ten college survival skills will be the most challenging for you—the one you know you will need to focus on the most?

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SURVIVAL OF THE FITTEST (FRESHMAN): A SIMULATION GAME

THE SCENARIO:

You and your colleagues have just arrived on the campus of your dreams. You have all worked very hard to get where you are today: relaxing on the greens of a beautiful quad, surrounded by prestigious, ivy-covered buildings, sheltered by the shade of an ancient oak tree. You have arrived. You have graduated from high school, you're on your own, you have what it takes. Now, all you have to do is make it through freshman year...sounds simple, right? Then why is it that half of you are highly unlikely to make past the first semester. To be exact, 30% of college freshman drop out after their freshman year and 50% never make it to graduation. (Source: <http://www.usnews.com/education/articles/2009/08/19/dropouts-loom-large-for-schools> Check out the article for more info). Look around at your group members. Half of you will not survive... unless you get prepared—NOW!

THE TASK:

Listed below are ten key survival skills for college freshman. Working as a team, rank these skills in order, from most important to slightly less important, keeping in mind that, ultimately, you will need all of these skills to make it through your freshman year with success. Beside each skill provide a short rationale for your ranking.

Skills	Group Rank (1-10)	Why?
Get organized		
Be an active listener		
Develop good research skills		
Work on your test-taking skills		
Participate		
Prepare for class		
Dig deeper: Try to take a personal interest in what you are studying		
Manage your time		
Try to find an effective note-taking strategy		
Develop reading and writing strategies that work well for you		

While there is a list of “correct” responses for this game, keep in mind that, just like in a college classroom, a solid argument for your ranking could earn you some points!

SURVIVAL OF THE FITTEST (FRESHMAN): SIMULATION GAME

ANSWER KEY

Note to facilitators: As groups report out their rankings, you might award points based on correct ranking or good rationale for rankings. The point is to discuss the importance of each item as they are all necessary survival skills.

Participate: #1

Prepare for class: #2

Be an active listener: #3

Find an effective note-taking system: #4

Get organized: #5

Develop good research skills: #6

Work on your test-taking skills: #7

Develop reading and writing strategies that work well for you: #8

Manage your time: #9 (*Note: This one is probably highly debatable, so facilitators might consider awarding points for a higher ranking of this item if accompanied by a solid rationale.*)

Dig deeper: Try to take a personal interest in what you are studying: #10

Source:

<http://www.helium.com/items/1179379-top-10-study-skills-needed-by-college-freshmen?page=2>



OBJECTIVES

- Students will be introduced to the Free Application for Federal Student Aid (FAFSA)
- Students will learn about different types of financial aid
- Students will become familiar with terms that they are likely to see or hear during the process of applying for financial aid for college

LEARNING STANDARDS

Speaking and Listening Standards: 1c, 4
Language Standards: 6

MATERIALS

- FAFSA paper application (one copy to be passed around as an example or enough to be given to each student) (www.fafsa.ed.gov/options.htm)
- Financial Aid for College handout
- Eight dice
- “Scholarships,” “Grants,” “Work-Study,” and “Loans” handouts for stations
- “Cost of Education Worksheet” (copies needed)
- “Financial Aid Terms” handouts (copies needed)

PROCEDURE

Part 1

1. Begin a discussion about financial aid for college. How much does college cost? How do people afford college? What do they know? What things might they be confused about? Are they worried about having enough money for college?
2. Teachers should share with students that it is common for all students to worry that tuition and the other costs of continuing their education will be out of reach. It is important, however, for students to understand that paying for college now means investing in their futures. Most students who go on to college receive financial aid. Some students will receive “free rides” where all of their costs are paid for. Some students will seek loans, which will need to be start being paid back approximately 6 months after graduation (or dropout).

Some students will receive grants or scholarships that do not need to be paid back. Some students will work to pay for their education. Some students will seek support from their families. Many students will receive a combination of all of these.

3. Have they heard of FAFSA? From whom?
4. According to college.gov, the U.S. Department of Education awards about \$100 billion dollars per year in grants, work-study assistance, and low-interest loans. Financial assistance also comes from scholarships from state governments, schools, employers, individuals, private companies, community organizations, non-profit companies, and religious groups. Students can also receive athletic scholarships or scholarships for being golf caddies. Once students are prepared to apply for college, they should fill out the Free Application for Federal Student Aid (FAFSA). This form is required for any student entering college.

Part 2

1. Pass around an example of the paper version of the FAFSA. If you prefer, have enough copies for each student to keep.
2. Pass out the “FAFSA PowerPoint” handouts. Go over the information.
3. Pass out “Cost of Education” handouts to each student. The Tuition and Room & Board information listed is for the 2011-2012 academic year at Cleveland State University.

Part 3

1. Ask for eight volunteers (or four if the class is small). These volunteers will be the financial aid “experts” for our next activity.
2. Four stations will be set up around the room. One station will be designated Scholarships, one for Grants, one for Work-Study, and one for Loans. Each station will receive a sheet of paper corresponding to that station. The Scholarship station gets a Scholarship paper, the Grants station gets a Grant paper, etc. Each station will also receive two dice.
3. Two volunteers (or one if the class is small) will man each station.
4. Students will cycle around the room, stopping at each station to “apply for” financial aid money in order to reduce the cost of their tuition. Using the sheet of paper at their station, the volunteer “experts” will explain about the type of financial aid that corresponds to that station. Each student who visits the station MUST get an explanation of the type of aid they’re applying for.

5. At each station, students will roll one die to determine whether they will receive that type of aid, then roll again to determine the amount received.
6. As students visit each station, they will use the “Cost of Education” handout to record how much financial aid money they receive and whether it must be repaid.
7. When all stations have been visited, students will subtract the financial aid received from the total cost of attending Cleveland State for one year. The remainder is what students will have to pay out-of-pocket or through other means such as private grants, loans, and scholarships.

Part 5

1. Pass out the “Financial Aid Terms” handout. These are terms that they will likely hear when applying for and being awarded financial aid for college. The terms do not have to be memorized, but it can be used for their reference.
2. Wrap-up discussion: What did they learn? What might they still be confused about?
3. Explain that the government will determine whether they receive these funds and how much they receive. Clearly, the process is a little more involved than just rolling dice, but this gives them an idea of what types of aid are available and how it affects their cost of education.
4. It might be a good idea to explain to students that, in general, the more expensive their school of choice, the more opportunities for financial aid there may be. Some schools give grant money to students directly through the school, rather than through the federal government.
5. There are also private scholarships out there.
6. It is important to note that students should also consult their school counselors as well as the financial aid coordinator for more information and support.

FINANCIAL AID FOR COLLEGE

WHAT IS FAFSA?

- Free Application for Federal Student Aid
- Four types of financial aid: Scholarships, Work-Study Programs, Grants, Loans

ELIGIBILITY

- Assume you are eligible
- Do not rule yourself out because of income or academics
- The Higher Education Act of 1965 as amended (HEA) suspends aid eligibility for students who have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid. In other words, if you use or sell drugs while in college, you could lose your financial aid.

WHEN TO APPLY

- FAFSA Applications are available after January 1st each year
- Fill out the FAFSA as soon as possible! Funds could run out.

THINGS NEEDED TO APPLY

- Most recent tax return
- 1099 and W-2 forms
- Driver's license or non-citizen information
- Record of all income
- Bank, brokerage, investment, and mortgage statements
- Child support or alimony statements
- Expected Family Contribution. *See Financial Aid Terms handout.*
- If you are a dependent student, your parents' documents are needed
Dependent Student: See Financial Aid Terms handout

HOW TO APPLY

- Paper application
- Online at <http://www.fafsa.gov> **NOT fafsa.com**
Faster and easier than paper application
- It is FREE to apply
- Follow instructions carefully

COST OF EDUCATION WORKSHEET

Cleveland State University
Undergraduate Tuition & Fees
Academic Year 2011-2012

Tuition (Full-time Student):	\$8,952
Room (Housing/Dorm):	\$7,648
Board (Meal-Plan):	\$4,200
Books:	\$800
Total:	\$21,600

SCHOLARSHIPS

Received:	YES	NO	
Amount Received:			\$ _____
Must be repaid?	YES	NO	

GRANTS

Received:	YES	NO	
Amount Received:			\$ _____
Must be repaid?	YES	NO	

WORK-STUDY

Received:	YES	NO	
Amount Received:			\$ _____
Must be repaid?	YES	NO	

LOANS

Received:	YES	NO	
Amount Received:			\$ _____
Must be repaid?	YES	NO	

Cleveland State University for One Year: **\$ 21,600.00**

Total Amount of Financial Aid Received: - _____

REMAINING COST: \$ _____

SCHOLARSHIPS

- Do NOT have to be repaid
- Awarded based on merit (*Superior quality or worth*)
- Scholarships sponsored by colleges are given to students who fit a particular profile (from the college's home state, holding a specified grade average, enrolling in a particular major, or bringing special talent in things like athletics and music)
- Other outside scholarships may be available to students whose parents work for a particular company or to students who are eligible for scholarships sponsored by church or civic organizations
- You will need to check with each college to see what scholarships are available. You should also become familiar with any scholarships available through your company or community.

Roll only ONE of the Dice!

FIRST ROLL:

EVEN NUMBER = Congratulations! You have received a scholarship!

ODD NUMBER = Sorry. No scholarships are available for you at this time.

SECOND ROLL (*if you received a scholarship on the first roll*):

Number rolled determines the amount of money you receive:

1 - \$1,000

2 - \$2,000

3 - \$3,000

4 - \$5,000

5 - \$7,500

6 - \$15,000

GRANTS

- Do NOT have to be repaid
- Awarded based on financial need, ethnicity, religious affiliation, record of achievement, etc.
- Federal Pell Grant is awarded to undergraduates and the maximum that can be received is currently \$5,550.
- Some schools provide grants to help with education expenses that cannot be met through income, savings, loans, and student earnings.

Roll only ONE of the Dice!

FIRST ROLL:

EVEN NUMBER = Congratulations! You have received a grant!

ODD NUMBER = Sorry. No grants are available for you at this time.

SECOND ROLL *(if you received a grant on the first roll):*

Number rolled determines the amount of money you receive:

1 - \$1,000

2 - \$2,000

3 - \$3,000

4 - \$4,000

5 - \$5,000

6 - \$5,550

WORK-STUDY

- Do NOT have to be repaid
- Provides part-time jobs to students
- Must earn at least minimum wage
- Paid directly to the student
- On-campus or off-campus jobs
- Encourages community service work and work related to the student's course of study

Roll only ONE of the Dice!

FIRST ROLL:

Even Number = Congratulations! You have received a work-study job!

Odd Number = Sorry. No work-study options are available for you at this time.

SECOND ROLL:

Number rolled determines the job that you get:

- 1 – Dining Hall
- 2 – Performing Arts Center
- 3 – English Department Assistant
- 4 – Daycare Worker
- 5 – IT Department (Technology)
- 6 – Bookstore

THIRD ROLL *(if you received a work-study job on the first roll):*

Number rolled determines the amount of money you receive:

- 1 - \$2,000
- 2 - \$4,000
- 3 - \$4,500
- 4 - \$5,000
- 5 - \$5,500
- 6 - \$6,000

LOANS

- MUST be repaid
- Types:
 1. Perkins Loan
 2. Direct Stafford Loan
 3. Direct PLUS Loan
- Subsidized: The government pays the interest on the loan while the student is in school. Awarded based on financial need.

Interest: Additional fees charged by the lender for letting you borrow their money
- Unsubsidized: The government does not pay the interest while the student is enrolled. Not awarded based on financial need.

Roll only ONE of the Dice!

FIRST ROLL:

Even Number = Congratulations! You have received a federal loan!

Odd Number = Sorry. No federal loans are available for you at this time.

SECOND ROLL (if you received a loan on the first roll):

Number rolled determines the amount of money you receive:

1 - \$5,000

2 - \$6,000

3 - \$7,000

4 - \$8,000

5 - \$9,000

6 - \$10,000

FINANCIAL AID TERMS

ACCREDITATION: The school must have accreditation from an accrediting body recognized by the U.S. Department of Education to be eligible to participate in the administration of federal student aid programs. Accreditation means that the school meets certain minimum academic standards, as defined by the accrediting body.

ACCRUE: The process where interest accumulates on a loan. When “interest accrues on a loan,” the interest due on the loan is accumulating.

AWARD LETTER: The official document, issued by the financial aid office, which lists all the financial aid awarded to the student. While award letters vary among institutions, the letter generally lists the expected family contribution, cost of attendance and all the terms of the aid awarded

BORROWER: A person who obtains a loan and must repay it

CONSOLIDATION: A loan program that allows a borrower to combine various educational loans into one new loan. By extending the repayment period (up to 30 years depending on the loan amount) and allowing a single monthly payment, consolidation can make loan repayment easier for some borrowers

COST OF ATTENDANCE (COA): An estimate of a student’s total education expenses for an enrollment period

DEPENDENT STUDENT: A student who does NOT meet any of the following criteria:

- Is a least 24 years old by December 31 of the school year
- Is a graduate or professional student
- Is a married person
- Has legal dependents other than a spouse
- Is a veteran of the U.S. Armed Forces
- Is an orphan or ward of the court

DEFAULT: Failure to repay a student loan according to the terms agreed to when you signed a promissory note. If you default, your school, the organization that holds your loan, the state, and the federal government can all take action to recover the money, including notifying national credit bureaus of your default. Your wages and/or tax returns may be garnished, and you will no longer be eligible to receive federal financial aid.

DEFERMENT: An authorized period of time during which a borrower may postpone principal and interest payments. Deferments are available while borrowers are in school at least half time, enrolled in a graduate fellowship program or rehabilitation training program, and during periods of unemployment or economic hardship. Other deferments may be available depending on when and what you borrowed. Contact your lender for additional details.

ELIGIBLE PROGRAM: A program of organized instruction or study that leads to an academic, professional or vocational degree or certificate or other recognized educational credential.

ENROLLMENT STATUS: The designation of a student as being enrolled full time, half time, or less than half time by the institution, which can affect a student's eligibility for financial assistance/aid.

ENTRANCE/EXIT INTERVIEWS: Counseling sessions borrowers are required to attend before receiving their first loan disbursement and again before leaving school.

EXPECTED FAMILY CONTRIBUTION (EFC): An amount that a student and parents can reasonably be expected to contribute toward college costs. For federal aid purposes this is computed according to federal guidelines. For institutional aid purposes this is computed using the 568 Consensus Approach. EFC is subtracted from total costs of attendance to arrive at an estimate of a student's demonstrated need.

FAFSA: Free Application for Federal Student Aid, the standard form students must complete to apply for federal and state need-based assistance/aid programs and, in some circumstances, campus-based assistance/aid

FINANCIAL AID ADVISOR: A representative of the Financial Aid Office that reviews a student's application and awards aid, and helps the student in all aspects of the financial aid process

FINANCIAL AID PACKAGE: The total financial aid a student receives. Federal and non-federal aid such as grants, loans, work-study, and scholarships are combined in a "package" to help meet the student's need

FINANCIAL NEED: The difference between what it costs to attend a particular college and the amount it has been determined that a student and her/his family can afford to pay toward those expenses. The term "demonstrated financial need" is typically used to describe an assessment based on Institutional Methodology for undergraduate need-based, institutional funding. The amount that an applicant can be expected to contribute is measured according to standardized formulas. These standardized formulas include the federal and institutional methodologies, and the 568 Consensus Approach.

FORBEARANCE: An authorized period of time during which the lender agrees to temporarily postpone a borrower's principal repayment obligation. Interest continues to accrue and usually must be paid during the forbearance period. Forbearance may be granted at the lender's discretion when a borrower is willing to repay their loan but is unable to do so

GRANT: A type of financial aid award based on need or merit that is not repaid by the student.

GRACE PERIOD: The period between the time a borrower leaves school or drops below half-time and the time they are obligated to begin repaying their loans - usually six or nine months, depending on the type of loan

INTEREST: A fee charged for the use of borrowed money. Interest is calculated as a percentage of the principal loan amount. The rate may be constant throughout the life of the loan (fixed rate) or it may change at specified times (variable rate).

LENDER: A financial institution (bank, savings and loan, or credit union) that provides the funds for students and parents to borrow educational loans. Some schools are also lenders.

MERIT-BASED AID: Financial aid that is awarded based on a student's academic, leadership or artistic merit, or some other criteria, and does not depend on financial need. Merit-based awards may look at a student's grades, test scores, special talents, or extracurricular activities to determine eligibility. Emory University's athletic program is guided by NCAA Division III regulations and does not offer athletic scholarships. To apply for University merit-based aid, please contact your admissions office

NEED-BASED AID: Financial aid that is awarded based on a student's financial circumstance. Need-based aid can be awarded in the form of grants, loans, or work-study. Students who believe their families will need help in supporting their educational costs are encouraged to apply for need-based aid at the time they apply for admission to the University.

PARENT CONTRIBUTION: A portion of the expected family contribution that is derived from the parents' family income, assets, state and federal taxes, an allowance for family living expenses, and the costs of other family members in college.

PELL GRANT: For undergraduate students, first baccalaureate degree only. Eligibility is based on federal methodology. The amount of the award ranges from \$486 to \$5,550 subject to Congressional appropriations, and will be reduced for students who enroll less than full time.

PERKINS LOAN: Perkins Loans are for graduates and undergraduates who are enrolled at least half-time. Awards are based on financial need as demonstrated by the information provided on your aid application and on the availability of funds. Preference is given to students with exceptional need and meet filing deadlines

PRINCIPAL: The amount borrowed. Interest is charged on this amount, and guaranty and origination fees will be deducted prior to disbursement.

PROMISSORY NOTE: The legal document borrowers sign when they get an education loan. It lists conditions under which the money is borrowed and the terms under which borrowers agree to repay the loan with interest. Borrowers should keep the borrower copy of their promissory notes until the loans are fully repaid.

REPAYMENT SCHEDULE: Discloses the borrower's monthly payment, interest rate, total repayment obligation, due dates and length of time for repaying the loan.

SATISFACTORY ACADEMIC PROGRESS: To be eligible to receive federal student financial aid, you must meet and maintain your school's standards of satisfactory academic progress toward a degree or certificate offered by that institution. Check with your school to find out its standards.

STUDENT CONTRIBUTION: In addition to the amount parents are asked to contribute, students are also expected to help meet a portion of their own educational costs each year. A student's minimum contribution may come from prior year earnings, summer employment, savings, and educational benefits.

SUBSIDIZED LOAN: The government pays the interest on the loan while the student is in school, during the six-month grace period after the student leaves school, and during any deferment periods. Subsidized loans are awarded based on financial need and may not be used to finance the family contribution. The Perkins Loan and the Subsidized Stafford Loans are subsidized loans. Beginning with the 2012-13 award year, the Subsidized Stafford loan is for undergraduate students only.

UNSUBSIDIZED LOAN: With this loan, the government does not pay the interest while the student is enrolled. The student has the option to either pay the accruing interest monthly or allow the interest to capitalize (to be added to the principal). Either way, required payments do not begin until 6 months after graduation or 6 months after the student drops below half-time enrollment. Unsubsidized Stafford Loans are not based on financial need and therefore may be used to finance the family contribution.

THE CALL TO SERVE: HELPING YOUR COMMUNITY

11, 12

OBJECTIVES

- Students will analyze their community and neighborhood
- Students will learn about short-term service opportunities
- Students will identify opportunities in their communities
- Students will learn about the benefits and drawbacks of service

LEARNING STANDARDS

Reading for Information:

Key Ideas and Details, 1
Craft and Structure, 6

Writing:

Range of Writing, 10

Speaking and Listening:

Comprehension and Collaboration, 1 a-d

MATERIALS

- Computers with Internet (Option 2a)
- AmeriCorps.gov handouts (Option 2b)

PROCEDURES

Part 1

1. Ask students to think about the neighborhood and city that they live in. In their minds, picture walking around the streets. What do they see? What do they hear? Are there things they hear people complaining about when it comes to living in their community?
2. What would make their community a better place to live in? What types of things bother them about living in their community? Have they visited other places they like more? What made those places more attractive?



3. Tell students that they will work in partners to identify a single community or neighborhood problem that needs improvement. Give students 3-5 minutes to discuss which problem is most important to them. If the students need more structure to generate ideas, you could give them categories of social issues like Community Development, Children/Youth, Economic Development, Elder Care, Health, Environment, Hunger, Homelessness, Neighborhood Revitalization, Public Safety, Technology, Education, Entrepreneurship, Ex-Offender Reentry. These categories match those that they will find on <http://americorps.gov> if they search for opportunities there.
4. After students have identified a social issue that is important to them, give them time to think of solutions. Read them the following scenario.

“A few neighbors agree with you and have decided that they would like to help you do something. One neighbor has an empty garage with a telephone that you could use if you think it would help. The other people have offered to help out with their time every week. You think you might know some other people too who can help to tackle the problem you identified. You have also heard that the mayor is giving small grants of \$1000-5000 to young people who want to make their community better if you tell him how you’ll use it with a written plan.”



5. Ask students to respond to the scenario. Prompt: “Using the resources you heard about in the scenario as well as any other resources you have at your immediate disposal, think about how you would change the problem you identified with your partner before. Write a paragraph outlining what steps you would take to make things better.”
6. Teacher will lead a discussion about the types of social issues identified by students and the type of solutions that students came up with. Are there organizations that already try to solve these types of issues?

Optional Procedure: If the classroom has technology available, show students a video of President Obama describing his call to service to work in Chicago instead of going to law school. http://www.youtube.com/watch?feature=player_detailpage&v=Df2p6867_pw#t=139s

What were some of the reasons that Obama decided to serve? What were some of the challenges he faced? How do you think this experience could help a president?

An alternative to sharing the video would be to read and discuss a story to the class from “Stories of Service” http://www.americorps.gov/for_individuals/current/stories.asp or reading an excerpt on Obama’s community organizing from his memoir, *Dreams From My Father: A Story of Race and Inheritance*.

7. Explain to students that there are organized opportunities to make a change in their communities after high school. One major organization funded through the United States government is called AmeriCorps. AmeriCorps is often referred to as the domestic Peace Corps and focuses on projects that help make American communities better. Some AmeriCorps members travel and also respond to national disasters like floods, hurricanes, and forest fires. Ask the students if any of them know of any people who are serving in AmeriCorps. City Year is an example of an AmeriCorps program.



Part 2a (Technology Option)

1. If students have access to computers with Internet access, instruct them to go to the AmeriCorps website at <http://www.americorps.gov>.
2. Students will find out information about AmeriCorps. What are the benefits? How long do you serve? Where can you serve? What are the different types of opportunities? They could answer these questions on sheet of paper.
3. Students will then try to find at least two opportunities that are interesting to them. If possible, they should see if there are opportunities connected to the social issues they came up with in Part 1 of the exercise. Students should search the database.
4. After they have identified two opportunities, students will share what they found with the class. Ask students to share what they found, if they think they would ever do something like that, and what they think it would be like to serve?

Part 2b (Non-technology option)

1. If students do not have access to computers, as an alternative you could print out documents from <http://www.americorps.gov> for them to read. Break the class into groups to read “articles.” You could assign each group one of the following. Students should be able to summarize and describe some of the benefits and drawbacks they read.

- AmeriCorps NCCC: http://www.americorps.gov/for_individuals/choose/nccc.asp
- AmeriCorps Vista: http://www.americorps.gov/for_individuals/choose/vista.asp
- AmeriCorps State: http://www.americorps.gov/for_individuals/choose/state_national.asp
- AmeriCorps FAQs: http://www.americorps.gov/for_individuals/faq/index.asp
- Print up list of opportunities from <http://www.americorps.gov> from the database.

2. After students have read their articles, have each group report out on what they discovered or rearrange the groups so that each new group is made up of members who have read the articles 1, 2, 3, 4 so that they can discuss it among each other.

3. The teacher will then discuss the differences between the different types of service: NCCC, State/National, and Vista and the class will mention some of the benefits of serving in AmeriCorps. As a class, make sure to discuss the following.

- How long is the typical term of service? *10 months to 1 year*
- How old do you have to be to serve in NCCC? *18-24 years of age*
- What type of awards do you receive when you finish? *The Siegel Educational Award of \$5,550 to use at a university or college*
- Which AmeriCorps branches work with a local agency the length of their service? *AmeriCorps State/National and sometimes Vista*
- Which AmeriCorps members travel to project sites? *NCCC*

4. The teacher could also discuss some other ways of serving one's community as well. Students could get a job using a website like <http://www.idealists.org> or contacting a local non-profit agency. Students can volunteer their time or even create their own organizations for social change. Are there any other ways? Some other organizations that students could explore include City Limits at <http://www.citylimits.org>, or Public Allies <http://www.publicallies.org/>

5. The teacher should discuss with the class who might decide to take this type of opportunity after high school. What would be some of the motivators behind choosing to do this for a year?



OBJECTIVES

- Identify the academic factors that college admissions use when considering high school applicants
- Recognize courses that students should complete in high school to be college ready
- Understand how different types of institutions have different types of requirements for admission

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration, 1b, d
Presentation of Knowledge and Ideas, 4

Writing: Texts Types and Purposes, 3e

MATERIALS

- “College Admissions Quiz” handout
- Answer Key to Quiz
- “College Admissions Requirements” handout
- “Personal Profile” handouts

PROCEDURE

Part 1

1. Separate the class into six different groups. These groups will be maintained throughout the lesson. One member of the group should be designated in as the group’s representative and another as the group’s speaker.
2. The instructor will pass out the “College Admissions Quiz” handout and ask students to answer the questions to the best of their ability. This quiz will have various true-false, multiple choice, and short response questions on misconceptions that they may have about different college admissions requirements.
3. After the students have time to complete the quiz the instructor will go over the answers using the answer key. Ask students to share their answers for the quiz. Be sure to explain the answer in order to clear up any misconceptions. A discussion can be held on the different post-secondary options and the misconceptions that they may have on admission for each.

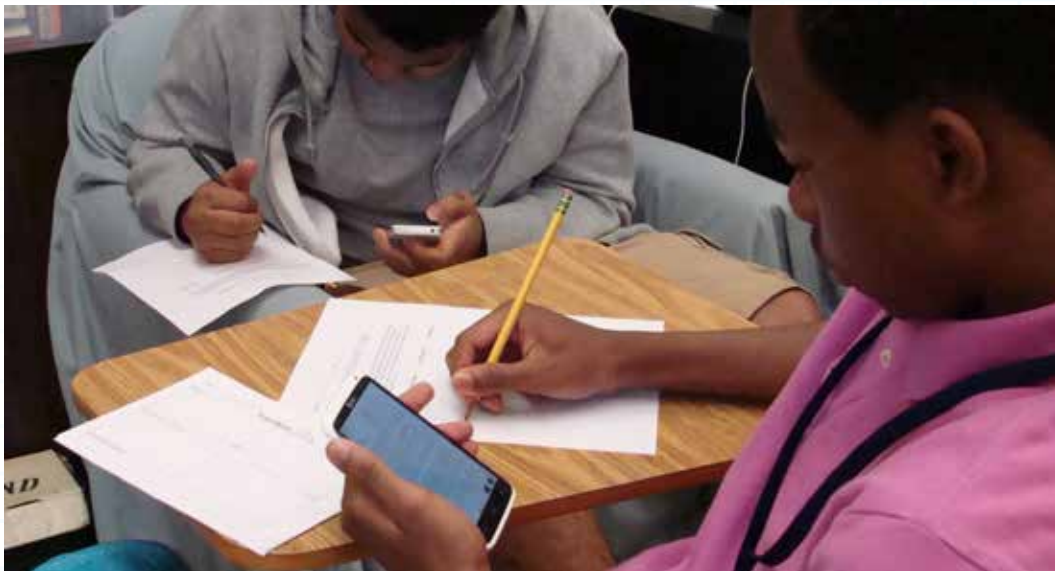
Part 2

1. After concluding discussion follow-up questions related to the quiz, teachers should separate students into six groups if not done so already. Each group will receive a postsecondary institution, and will act as an admissions board, tasked with accepting prospective students and assigning scholarships.
2. When students are appropriately separated, pass out the College Admissions Requirements handouts designated for each institution. Each institution has its own unique requirements, and this should be mentioned to the students.
3. Teachers will instruct the groups to choose a Speaker who will report what their group discusses.
4. Teachers will then choose six students, one from each group, to act as prospective students applying for admission at each of these institutions. They will each be provided with a Personal Profile handout (sheet) that indicates GPA, classes taken, test scores, extracurriculars, etc. They will take turns, one at a time, to provide the “admissions board” at each station or institutional group with their credentials, rotating from institution to the next around the classroom.
5. The admissions board will then deliberate and decide whether to accept that student, or not, and discuss that student’s possible value as a future student. Prospective students may or may not have specific career aspirations via their Personal Profile, but if they do, the admissions board must decide whether prospective students meet the minimum requirements for their specific program (Nursing, Education, Criminal Justice).
6. Each institution will make a decision on whether to accept or decline each student. Each institution will also choose one prospective student to provide scholarship money to. They will keep track of their decisions on their scorecard, which is on the bottom of the College Admissions Requirements worksheet for each type of institution.

Part 3

1. The teacher will instruct the Speakers of each group to report which prospective students they accepted, and which they declined. Each group will get a turn.
2. After reporting their decisions, the teacher will lead a class discussion over the decisions made. The following list of questions can be presented:

- Who was accepted? Who was declined? Why?
 - Was there any student who only got into one school?
 - Was there any student who got into all six?
 - Besides GPA and test scores, what other factors did you take into account while making your decision?
 - Did any of the applications surprise you? Why?
 - Were there any students you thought you would accept, but couldn't?
 - How did you decide who you would offer a scholarship to?
3. Close the lesson by asking students if they noticed how different types of institutions made different types of admissions decisions.



Memories of college involvement

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

The instructor may want to share his or her experience of applying to different colleges illustrating the differences between public/private universities, trade schools, for profit, community colleges, and Ivy League schools. Explain the different characteristics of each post-secondary education option.

COLLEGE ADMISSIONS QUIZ

TEACHER'S ANSWER KEY

1. **Ivy League** is the name generally applied to eight universities (Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton, and Yale) that over the years have had common interests in scholarship as well as in athletics. [Alexander Leitch, *A Princeton Companion*, copyright Princeton University Press (1978)]
2. At Case Western Reserve (Private College) how many years of a language are required? **b.) 2** [<http://admission.case.edu/apply/strongapplication.aspx>]
3. **True:** You must have a high school diploma or a GED to be accepted to a trade school.

To get into a trade school an individual needs is a diploma. If they have not earned a high school diploma, a General Education Diploma will also be accepted for admission into a trade school. [<http://www.tradeschool.com/trade-school-entry-requirements/>]

4. **Open admission:** When a school does not review your academic qualifications as part of its college admissions process, then it has an open admission policy. Many public junior or community colleges will admit you under this guideline as long as you have a high school diploma or its equivalent. [<http://www.petersons.com/college-search/college-admission-key-terms.aspx>]
5. What is the required ACT score for Cleveland State University? **c.) 16** [<http://www.engagecsu.com/requirements.html>]
6. What is the average ACT score of freshman at Yale? **a.) 32-35** [<http://admissions.yale.edu/what-yale-looks-for>]
7. Which of the following is required to be accepted into the Associate Degree in Nursing Program at Tri-C? **d.) All of the above** ["Associate Degree Nursing Education Program Information Packet"]
8. How many units of a visual or performing art does The Ohio State University require? **b.) 1** [<http://undergrad.osu.edu/admissions/freshman/>]

COLLEGE ADMISSIONS REQUIREMENTS

Community College

Cuyahoga Community College (Tri-C) Open Enrollment

- Request an official copy of your transcript to be sent to Tri-C. Original official transcripts must be printed within the last year and be sent directly from a high school or previous college.
- Complete math and reading placement tests.
- Be a high school graduate or the equivalent (e.g., GED).

Source: <http://www.tri-c.edu/apply/Pages/Instructions.aspx>

<http://www.tri-c.edu/apply/new/Pages/default.aspx>

Admissions Score Card							
Student	GPA	ACT/SAT	English	Math	Science	Social Studies	Foreign Language

Private College

Case Western Reserve

- Prior to high school graduation, we require you complete a minimum of:
 - 4 years of English
 - 3 years of math
 - 3 years of science (2 must be laboratory science)
 - 3 years of social studies
 - 2 years of foreign language
 - If you're interested in engineering or the sciences, we recommend an additional year of math and laboratory science.
 - Leaning more toward the liberal arts? We recommend an additional year of social studies and foreign language.
- Common Application Essay
- Complete On-Campus Interview
- ACT: 29 minimum, SAT: 1865 minimum

Source: <http://admission.case.edu/apply/strongapplication.aspx>

Admissions Score Card							
Student	GPA	ACT/SAT	English	Math	Science	Social Studies	Foreign Language

Public University

Ohio University

- Recommendation from a teacher or counselor (one required)
- Official high school transcripts, including your senior year course schedule
- If you took college courses while in high school, you must submit official transcripts of your college course work.
- English Language Requirements: If English isn't your native language:
 - 550 or higher on the paper-based TOEFL
 - 79 or higher on the Internet-based TOEFL
 - 79 or higher on the MELAB
 - 6.5 or higher on the IELTS
 - 21 or higher on the English section of the ACT
 - 500 or higher on the Critical Reading section of the SAT

Source: <http://apply.osu.edu/FR-columbus.html>

Admissions Score Card							
Student	GPA	ACT/SAT	English	Math	Science	Social Studies	Foreign Language

Cleveland State University

- Cumulative high school GPA of 2.3
- Successful completion of 13 core academic requirements:
 - 4 years/units of English
 - 3 years/units of Math
 - 3 years/units of Natural Sciences
 - 3 years/units of Social Sciences
- ACT score of 16 or SAT score of 770 (combined critical reading and math). Cleveland State reviews the writing and essay sections of the ACT and SAT but is not currently using these scores in the admission process.

College of Education and Human Services (includes School of Nursing)

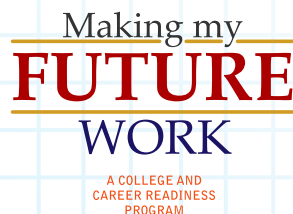
- 2.5 GPA and
- 20 ACT (950 combined critical reading and math SAT)

Washkewicz College of Engineering

- 2.7 GPA and
- 23 ACT (1070 combined critical reading and math SAT)
- Note: For the Department of Engineering Technology the university minimum admission requirements apply

Source: <http://www.engagecsu.com/requirements.html>

Admissions Score Card							
Student	GPA	ACT/SAT	English	Math	Science	Social Studies	Foreign Language



Trade School

South University

- Be a high school graduate or the equivalent (e.g., GED)
- Submit a minimum combined SAT I score of 900, a combined ACT score of 19, or a satisfactory score on the University-administered admissions examination (see the Admissions Office)
- For College of Health Professions and College of Nursing and Public Health: 2.5 GPA minimum

Source: <http://www.southuniversity.edu/admissions/requirements.aspx>

Admissions Score Card							
Student	GPA	ACT/SAT	English	Math	Science	Social Studies	Foreign Language

Ivy League

University of Pennsylvania

- Common Application
- Penn Writing Supplement
- All official secondary school transcripts
- Two Academic Teacher Evaluations
- School Report and Counselor Letter
- Midyear Report
- ACT: 30 minimum, SAT: 2060
- Recommended Courses:
 - 4 Years of English
 - 4 Years of Math
 - 3 Years of Science and Science Lab
 - 3 Years History
 - 2 Years Social Studies
 - 4 Years Foreign Language

Source: <http://www.admissions.upenn.edu/apply/freshman-admission/requirements-and-process>

Admissions Score Card							
Student	GPA	ACT/SAT	English	Math	Science	Social Studies	Foreign Language

For Profit

University of Phoenix

Associate and Bachelor's Programs

- Have earned a high school diploma, or GED® equivalent.
- Be at least 16 years of age at the time of application if applying to an associate degree program.

Source: http://www.phoenix.edu/admissions/admission_requirements.html

Admissions Score Card							
Student	GPA	ACT/SAT	English	Math	Science	Social Studies	Foreign Language

PERSONAL PROFILE SHEETS

Name: Jacob Burton

Prospective Major: Undecided

GPA: 3.5

ACT: 27

SAT: 1800

Course Overview:

4 Years of English (2 of which are Honors)

3 Years of Math

3 Years of Science

3 Years of Social Studies

3 Years of Foreign Language

Extracurricular: National Honors Society, band, and high school soccer team



A COLLEGE AND
CAREER READINESS
PROGRAM

Name: Aleisha Zuckerman

Prospective Major: Nursing

GPA: 2.5

ACT: 21

SAT: 1500

Course Overview:

4 Years of English

3 Years of Math

3 Years of Science

3 Years of Social Studies

2 Years of Foreign Language

Extracurricular: Band

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

Name: Jaden Mills

Prospective Major: Engineering

GPA: 2.6

ACT: 21

SAT: 1400

Course Overview:

4 Years of English

4 Years of Math

3 Years of Science

3 Years of Social Studies

2 Years of Foreign Language

Extracurricular: Geometry Club, Track and Field

Making my
FUTURE
WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

Name: Lori Wells

Prospective Major: Undecided

GPA: 2.1

ACT: 17

SAT: 1200

Course Overview:

4 Years of English

3 Years of Math

2 Years of Science

2 Years of Social Studies

1 Year of Foreign Language

Extracurricular: None

Making my
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WORK

A COLLEGE AND
CAREER READINESS
PROGRAM

Name: Katie Nott

Prospective Major: Undecided

GPA: 3.9

ACT: 31

SAT: 1900

Course Overview:

4 Years of English (2 Honors English classes)

3 Years of Math (1 AP courses)

4 Years of Science (2 AP courses)

3 Years of Social Studies

3 Years of Foreign Language

Extracurricular: Band, Soccer, Book Club, National Honors Society, participation in two school plays

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A COLLEGE AND
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PROGRAM

Name: Shawn McCabe

Prospective Major: Education

GPA: 2.7

ACT: 19

SAT: N/A

Course Overview:

4 Years of English

3 Years of Math

3 Years of Science

2 Years of Social Studies

2 Years of Foreign Language

Extracurricular: Football, Volunteer at local food bank

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A COLLEGE AND
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PROGRAM

OBJECTIVES

- To inform college bound students on how to manage and budget their everyday finances as a college student.

LEARNING STANDARDS

Speaking and Listening: Comprehension and Collaboration 1.1-d

College and Career Readiness For Writing: Research to Build and Present Knowledge 7

MATERIALS

- “Living on Your Own” worksheet and spreadsheet
- Calculator
- Pen/Pencil
- Computer with Microsoft Excel
- True/False questions
- True/False answer sheet

PROCEDURE

Part 1

1. After viewing the YouTube clip (<http://www.youtube.com/watch?v=L7soJdOhKZM>), facilitate a class discussion on the following themes:

- How does the video you just watched relate to you as a future college student?
- Which items in the video were needs? Which items were wants?
- What does it mean to be financially responsible as a college student?
- What is a budget? What is the purpose of a budget?

2. The teacher will ask students to read the True/False questions and then facilitate a class or small-group discussion before providing them the answer sheet. Then continue with Part 2 following the list of questions.



POINTS TO REMEMBER

The students should be able to justify the reasoning behind their choice in the True/False Questions. After they have arrived to their final choice, make sure to help students see the reality in the questions, allowing each question to be a teachable moment.

TRUE/FALSE QUESTIONS

1. You want to purchase a \$30 shirt at the mall. Your part-time job pays \$6 an hour. You will only need to work five hours to earn the \$30 needed for the shirt.

2. As long as you still have money at the end of the week, you don't really need to keep track of where you're spending your money.

3. There's no need to match the checks you've written and debit card purchases you've made to your bank statement, because you can check your account balance over the phone or online anytime you need to know it.

4. Maggie has \$1,000 worth of credit card debt and tries to pay the minimum balance each month. Sometimes she pays a few days late or forgets to pay at all. But she knows that won't affect her credit score because she's just a college student.

TRUE/FALSE ANSWER KEY

1. False. While it is true that working six hours at \$5 per hour will earn a gross pay of \$30, your take-home pay will be less than that. Federal income tax, Social Security, and Medicare contributions are withheld from your check, meaning you'll need to work a few extra hours to buy that new shirt.

2. False. Even if you still have money left over at the end of the week, it's a good idea to keep track of where your money is going. The trick is to know how much money you have, what you need to buy and when you need to buy it. Are you spending \$50 a week on pizza? You might be able to afford it now, but what happens when your car breaks down? Create a monthly spending plan with broad categories (rent, tuition, eating out, movies, etc.) that will be easy for you to monitor.

3. False. Comparing your check register to the bank statement can be time-consuming. However, it's the only way to know that your records match the bank's records. Banks do make errors from time to time, and you generally only have 60 days to notify the bank about their mistake.

4. False. Maggie is hurting her credit score each time she pays her bill late or doesn't pay it all. While it's true that she might not purchase a home until she's older, credit scores come into play for apartment rentals, loan interest rates and even on job searches. These days, many employers check credit scores of potential new employees during the hiring process. To maintain a good credit rating, pay your bills on time and don't overextend yourself credit-wise.

Part 2

Explain to the students that many colleges and universities provide pre-paid ID cards. The balance on the card at the beginning of each semester typically reflects a portion of their tuition that has already been allocated for day-to-day living expenses, such as meals, textbooks, supplies, etc. However, as a college student, they have the responsibility to manage the use of their card without any parental or adult supervision. The next assignment will introduce them to what it is like to determine their own budget as a college student (See the “Living On Your Own Budget” Worksheet).



POINTS TO REMEMBER

As the teacher administering the assignment, please note that you have the liberty of placing any additional stipulations other than what has been provided in the instructions for completing the “Living On Your Budget” Spreadsheet assignment.



“LIVING ON YOUR OWN” BUDGET WORKSHEET

Instructions: It is the first semester of your college career and your college ID card has a balance of \$2,000 that will last through your first semester (i.e. 10 weeks). While living on campus in a dorm, you have access to many of your living needs, but you must spend your money wisely. While there are no limits on how you spend your money, don't forget that you must purchase your text books! Your budget should reflect reality.

Using the “Living on Your Own” Budget Spreadsheet, and based on the following information below, you must budget your first semester accordingly.

Wants	Needs
<ul style="list-style-type: none"> • X-Box (\$199.99) • X-Box Live (\$8/month) • Dre Beats Headphones (\$199.99) • iPod 4 (\$195.00) • iPad (\$399.99) • Nintendo Wii U (\$299.99) • Speaker system (\$60) • College Sweatshirt (\$40) • Video Games (\$60) • Pleasure Books (\$15) • Book eReader (\$80) • Dell Laptop (\$528) • Dorm Decorations (\$30) • DVDs/Bluerays (\$20) • Color Printer (\$100) • Ink Cartridge (\$30) • Ream of Paper (\$10) • Snacks (\$10/week) 	<ul style="list-style-type: none"> • Meals: \$18/day (\$90/week) • Text Books: \$538/semester (average) • School Supplies (per semester): \$50 • Groceries/Toiletries (\$40/trip) • Parking Pass (\$100/semester)

FOLLOW-UP QUESTIONS

1. What did you learn from completing the “Living On Your Own” Budget Spreadsheet?
2. Did you have any money left over after the end of the semester? If not, why?
3. Do you think you spent your money wisely?
4. Do you think you can apply these principles now as a high school student?
5. What are some challenges you believe you might face based on the results from the budget spreadsheet?

Tips on keeping it real

“Budgeting in college”

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Share a time when you realized that you needed to budget your money as a college student.

Let the students know why you believe that budgeting is a good skill to master sooner than later.

Share with the students that great judgment should be exercised when it comes to putting your wants above your needs.

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OBJECTIVES

- Students will become aware of different opportunities for involvement on college campuses.
- Students will explore and identify activities and organizations they are interested in.
- Students will identify risks and benefits of participating in campus activities.

LEARNING STANDARDS

Writing: Production and Distribution of Writing 4

Speaking and Listening: Comprehension and Collaboration 1.a-d

MATERIALS

- Sample list of clubs and organizations
- “I’ve always wanted to…” and “At my school…” Handouts
- Computer Lab

BACKGROUND

Students often find the transition from high school to college to be a lonely and isolating experience. Leaving behind friends and family can be difficult, but colleges offer countless opportunities to meet new people with similar hobbies, interests, and career aspirations. College also offers students new opportunities for self-discovery; it is a time to challenge yourself to meet new people and have new experiences.

PROCEDURE

Part 1

1. Begin by posing a series of situations to the class and asking them to move to one side of the room if they would be interested in participating or the other side of the room if they were not interested. Move to the right side of the room if you would ever be interested in going whitewater rafting, move to the left side if that is something

POINTS TO REMEMBER

Colleges offer many different types of student organizations. The teacher should mention students can be involved in academic, athletic, or special interest groups. Most colleges also offer more social organizations such as sororities and fraternities



you would never do. Move to the right side of the room if you are interested in anime. Move to the right side of the room if you would like to have coffee with someone from a different country. Move to the right side of the room if you would ever join a Quidditch team. Move to the right side of the room if you're interested in creating and designing video games, etc.

2. Ask students if they know about activities available in college. Do they have any siblings or friends at college? What are their experiences like? What have they seen in movies or on TV?
3. Explain that every fall colleges have involvement fairs where all the clubs and organizations on campus have tables set up with representatives to recruit new members. These involvement fairs are great opportunities to find out more about what clubs are offered and what is required for involvement. Some may meet weekly while others meet monthly. Some clubs are completely free but others might have membership fees.
4. Share a sample list of clubs and organizations and explain the different categories: academic, athletic, cultural, religious, community service, activism, etc.
5. Have the students complete the "I've always wanted to..." handout and discuss their answers as a group.
6. Refer them to the sample list of clubs or allow them to search on the internet for the student organizations for a school of their choice.
7. Have students complete the "At my school..." handout.



Name: _____ Date: _____

I'VE ALWAYS WANTED TO...

Instructions: Answer the following questions.

1. What are some activities you have always wanted to try?
2. What has kept you from pursuing these interests?
3. What resources do you need to experience these things?
4. How much time or training is required?

Name: _____ Date: _____

AT MY SCHOOL...

Instructions: Choose a university that you are interested in attending and find their student organizations website.

1. List 5 clubs you would be interested in joining.

2. What is not offered that you would be interested in?

3. How would getting involved in student organizations positively affect your life after college?

Clubs and organizations

Academic

- Accounting Association
- Advertising Association
- American Chemical Society
- American Institute of Chemical Engineers
- American Marketing Association
- Association of Computing Machinery
- Cleveland State History Caucus
- Doctor of Physical Therapy Student Association
- Dramatic Arts Movement Ensemble
- Early Childhood Education
- Financial Management Association
- French Club
- International Reading Association
- Joint Engineering Council
- Kriyayoga Club for Leadership and Non-Violence
- Math Club
- Minority Association of Nursing Students
- Organization for Global Interactions
- Society of Physics Students
- Sociology & Criminology Club
- Speech & Hearing Club
- Student Anthropology Association
- Student Nurses Association
- Student Occupational Therapy Association
- We Teach

Cultural

- African American Students for Change
- African Student Association
- Anime Obsession Association
- Arab Student Union
- Black Student Union
- Chinese Club

- Ciao Italia
- Friends of India
- Gay Lesbian & Straight Alliance
- International Student Association
- Korean Student Association
- Latinos Unidos
- Native American Student Association
- Student Organization of Fine Arts
- Student Women's Association

Governance

- Board of Elections
- Greek Council
- Student Government Association

Honorary

- Golden Key International Honour Society
- Honors and Scholars Student Association
- Phi Sigma Pi National Honor Fraternity

Media

- The Cauldron-weekly newspaper
- The Vindicator-monthly magazine
- WCSB 89.3 FM student radio station
- Whiskey Island Magazine-poetry, prose, art, photography

Professional

- American Institute of Graphic Artists
- American Medical Student Association
- American Society of Civil Engineers
- American Society of Mechanical Engineers
- Council for Exceptional Children
- Engineers Without Borders
- National Association for Social Work
- Pre-Dental Society

- Public Relations Student Society of America
- Society of Professional Journalists
- Society of Women Engineers
- Students of Pharmacy

Religious

- Agape Campus Community-Lutheran/Episcopal
- Campus Bible Fellowship
- Hillel-Judaism
- International Friends Fellowship: All faiths, cultures & backgrounds
- Muslim Student Association
- Newman Catholic Campus Ministry

Service

- Beautiful Inside and Out-nursing home outreach
- Campus Activities Board
- Colleges Against Cancer
- Push Against Poverty
- Social Work in Action
- Students for Children's Advocacy
- Students Providing Community Inspiration
- To Write Love on Her Arms
- Viking Expeditions-service trips
- Youth Service Movement

Special Interest

- American Sign Language Club
- Book Club
- Belly Dancers Association
- Fencing Club
- Gaming Guild
- Hip Hop Culture Student Association
- International Relations Club
- Knit Clique
- Model United Nations

- ___ Mothers Against Youth Violence
- ___ Radical Audio Visual Experience
- ___ Single Parent Student Network
- ___ Speak Up Student Poetry Slam
- ___ Student Advocates for a Vegetarian Ethic
- ___ Student Environmental Movement
- ___ Student Theatrical Arts Guild of Excellence
- ___ Table Tennis Club
- ___ Tango Club
- ___ The Trading Card & Strategy Game Club
- ___ Video Game Experts

Sports

- ___ Basketball Club
- ___ Baseball Club
- ___ Cricket Club
- ___ Dagorhir
- ___ Futbol Club
- ___ Ice Hockey Club Team
- ___ Kendo Club
- ___ Longboarding Club
- ___ Men's Volleyball
- ___ Mixed Martial Arts
- ___ Racquetball Club
- ___ Rugby Club Team
- ___ Track and Field
- ___ Triathlon Club
- ___ Ultimate Frisbee
- ___ Universal Martial Arts
- ___ Women's Club Volleyball
- ___ Women's Club Basketball

Memories of college involvement

Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that their confusions regarding how to make decisions with their lives are not at all unique or unusual.

Tell your students some information about yourself as a college student. Were you or any of your friends active in any student organizations? Were you in a fraternity or a sorority? How did it affect your your life in college? Has it affected your life or career after college?

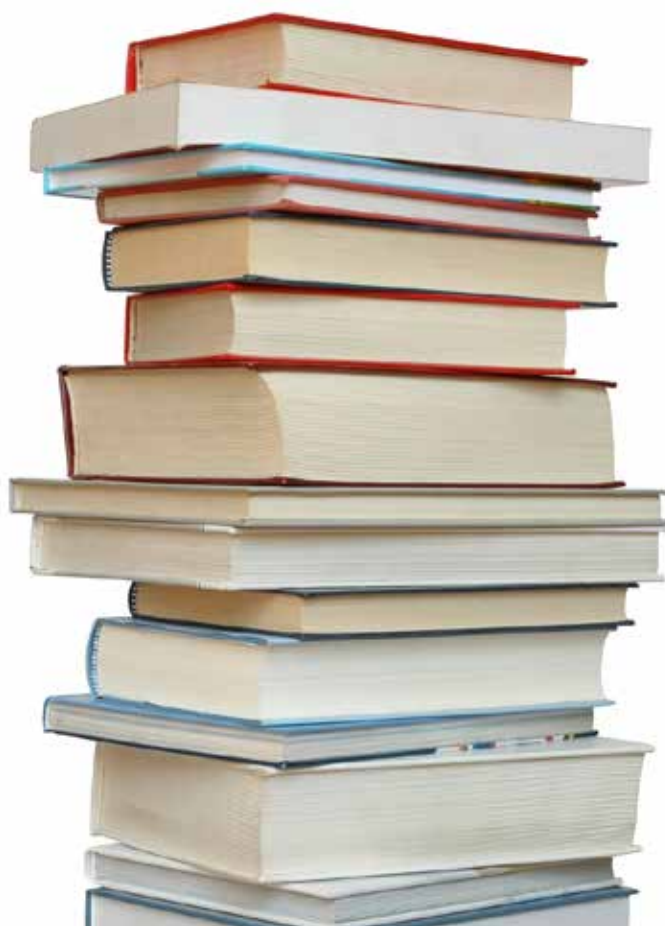


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APPENDIX A

English, language arts, and reading



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TO KILL A MOCKINGBIRD

OBJECTIVES

- Students will learn how to examine Scout's experiences through the lens of the characteristics that are out of her control (i.e., being White, female, middle class "poor," young, etc.) and also how others view her because of these characteristics.
- Students will use this information to reflect on their own experiences based on race, gender, social class, age, religion, and so forth, and the differences within themselves and how they are viewed.

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d, 3

Reading Literature:

Key Ideas and Details 1-3

MATERIALS

- Harper Lee's *To Kill a Mockingbird*
- Characteristics Chart
- Poster Board

PROCEDURE

1. After reading at least Part One (Ch. 1-11) of *To Kill a Mockingbird*, students will fill out the first column of the Characteristics Chart in small groups of three or four.
2. They will then share their examples with each other and the teacher before moving on to the second column of the chart.
3. After each small group has shared at least two of their examples, students will be asked to spend some time reflecting about situations in which they have experienced prejudice or different treatment because of their unique characteristics. Teachers may wish to talk about their own stories of experiencing or witnessing prejudice/discrimination to make students more willing to share and talk genuinely about the book's meaning to their own personal life. Teachers will moderate the discussion and create a list on the board of common experiences students identify.

4. In small groups with the teacher or peers as moderators, discuss the following questions:
 - How can you use these characteristics to your advantage when meeting and interacting with new people? How are these characteristics a disadvantage?
 - How do characteristics beyond your control effect how other people view and treat you?
5. The class will come back together as a large group to make a class chart about the strengths as well as potential barriers associated with each characteristic.

CHARACTERISTICS CHART

Directions: Using what you know about the characteristics Scout possesses that are out of her control, fill in the first column with examples of situations when Scout was treated differently or poorly because of these characteristics

CHARACTERISTICS	SCOUT	MYSELF	WHAT CAN I DO?
RACE			
GENDER	<p><u>Example:</u> At the Missionary Tea, Scout is scolded and teased for wearing shorts under her dress. The ladies don't think she is acting like a "proper lady" should.</p>		
SOCIOECONOMIC STATUS			
AGE			

ROMEO AND JULIET

OBJECTIVES

- Students will gain a greater understanding of how a series of bad choices can lead to greater consequences, and how using good decision-making strategies can lead to positive outcomes.

MATERIALS

- William Shakespeare's *Romeo and Juliet*
- 2 Handouts

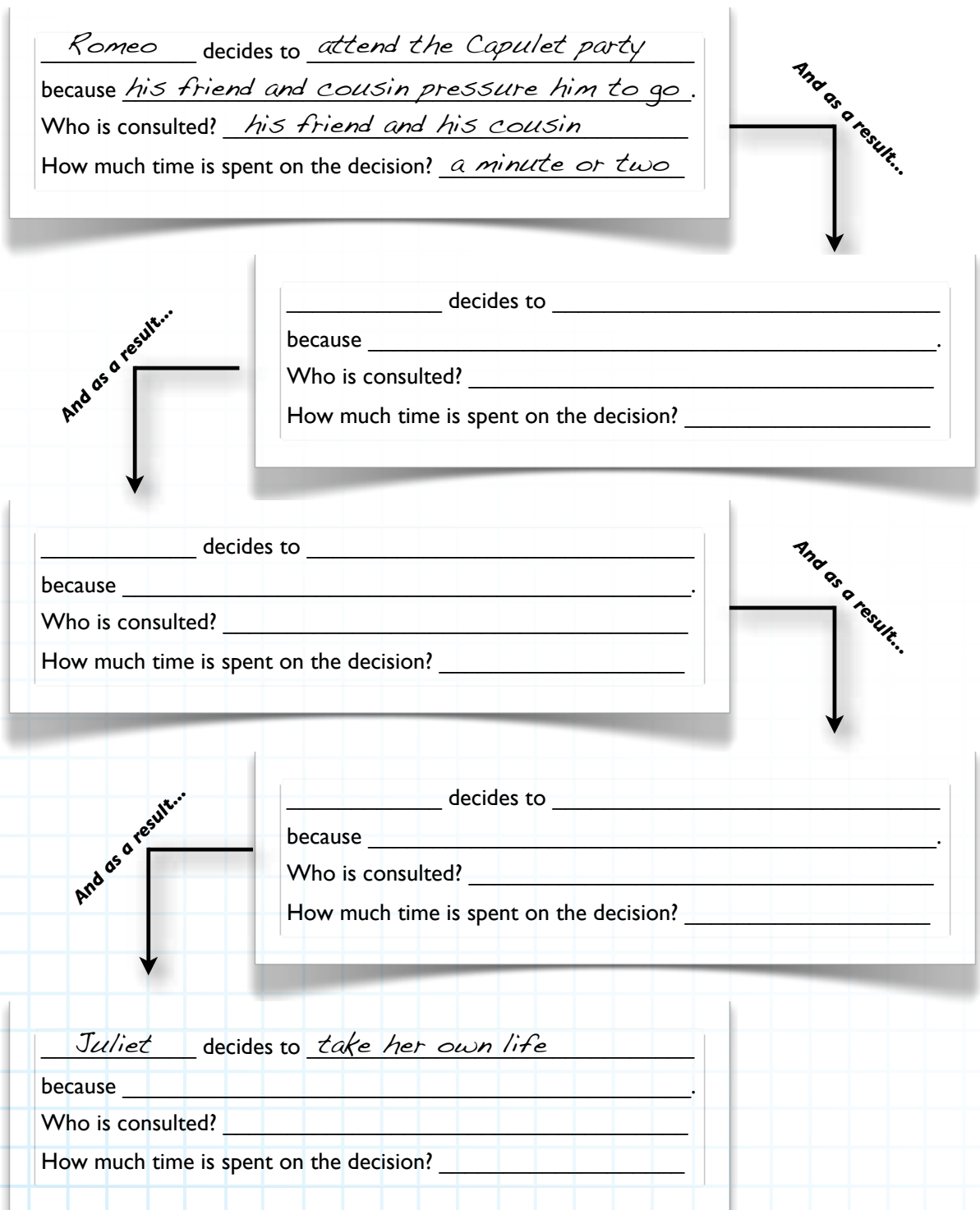
PROCEDURE

1. Begin with a short discussion on why good decision-making is essential to leading a successful and productive life.
2. Review how good decisions are made. The factors that should be included in the conversation could be:
 - Seeking guidance from a trusted adult or friend.
 - Considering ramifications on future events.
 - Taking time to let emotionally charged feelings be removed from the equation.
 - Considering the feelings of those other than yourself.
 - Looking at all possible solutions and choosing the best possible option.
3. Present each student with the "Series of Bad Decisions" Worksheet. The worksheet progresses as one bad decision leads to another, which finally leads to the ultimate outcome of the two characters taking their lives. Instruct students to analyze and talk in groups about each step and document the flaws in the decision making process. The worksheet asks students to specifically estimate the amount of time spent on the decision and the number of people that were consulted. Students should notice the downward trend of the thought processes Romeo and Juliet engage in.

4. After the first worksheet has been completed, the teacher should hand out the “Learning from the Mistakes of Others” Worksheet. This opportunity is for students to put themselves in the shoes of the young couple. The goal is to allow them to see how the course of events can change if responsible and well thought out decisions are made.
5. At the conclusion of this lesson, lead a discussion that reviews the responsible choices they made for Romeo and Juliet. Help students make a connection between the improvements made in the lives of Romeo and Juliet and how they can possibly make improvements in their own life by using the same decision making process.

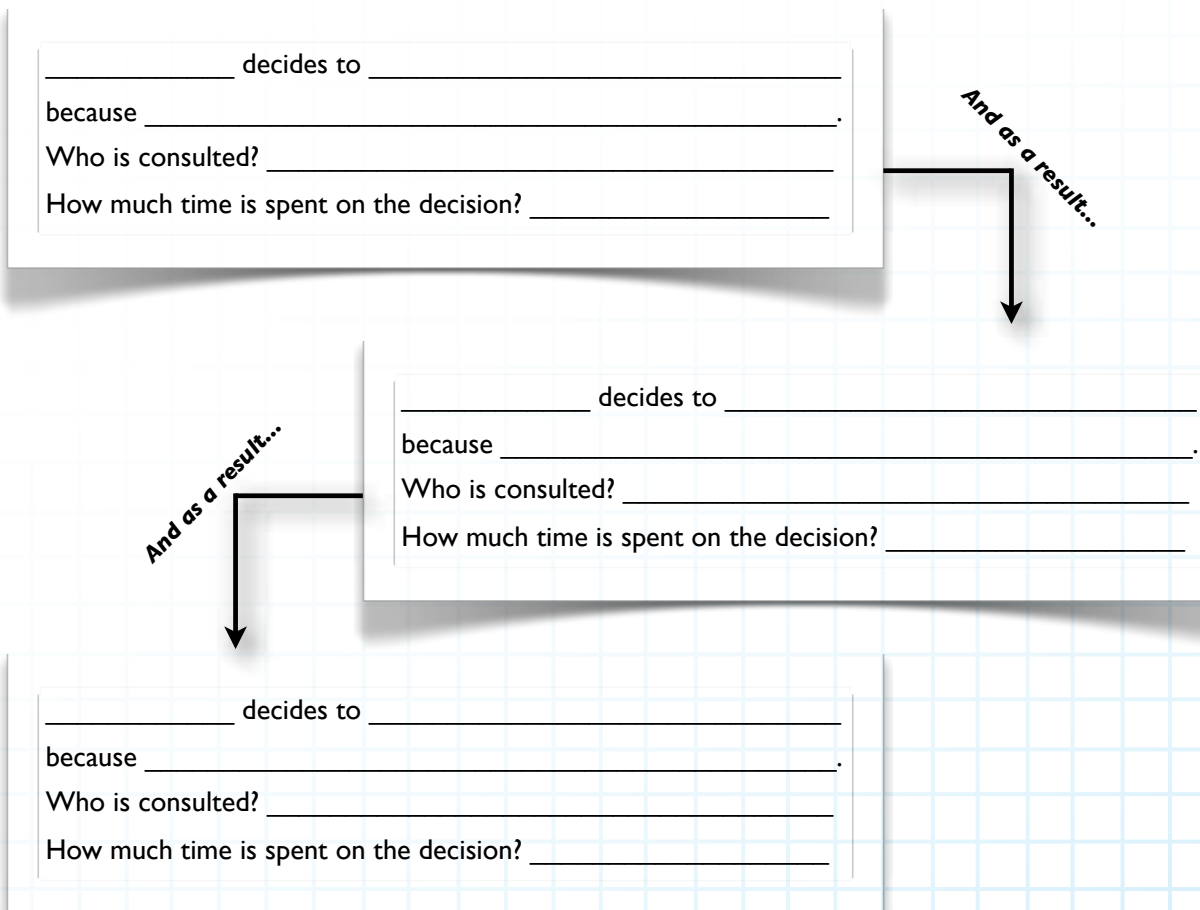
ROMEO & JULIET: A SERIES OF BAD DECISIONS

Directions: Begin with the first box below and add missing plot details from the story of Romeo and Juliet. Then continue to the following box and identify a decision made by Romeo and Juliet that happens as a direct result of the previous decision.



ROMEO & JULIET: LEARNING FROM THE MISTAKES OF OTHERS

1. What trends did you identify from the decisions made by Romeo and Juliet? Did they consult the same people? Did they spend similar amounts of time on their decisions?
2. What things contributed to poor decision-making by the characters?
3. Select three decisions you documented on the previous page. Put yourself in the shoes of the characters, and change their decision-making processes. What would the new decision be? Who would the character consult to get good advice? How long would they spend on making the decision? How would this impact the next decision made in the plot?





WHO'S THE BOSS?

OBJECTIVES

- Students will make a meaningful connection between the role of a boss in the workforce and the ways in which the world of work is depicted in *Of Mice and Men*
- Students will learn from significant adults in their own lives about the world of work with reference to dealing with authority figures

LEARNING STANDARDS

Speaking and Listening:
Comprehension and Collaboration 1a-d, 3

Reading Literature:
Key Ideas and Details 1-3

Writing:
Range of Writing 10

MATERIALS

- Exploring the World of Work in *Of Mice and Men* Handout
- Teacher Notes Handout
- Homework Handout
- John Steinbeck's *Of Mice and Men*

PROCEDURE

1. Divide the class into small groups and distribute the Exploring the World of Work in *Of Mice and Men* Handout. Instruct them to complete the worksheet as a group.

2. When students are finished, have them share their responses with the class. Use the Teacher Notes Handout to guide the discussion.
3. During the last 10 minutes of class, explain to students that their homework is to interview a family member or significant adult in their community who holds a job. Provide students at least one week to complete the assignment. Distribute the Homework Handout.
4. When students return, have them discuss and share various aspects of their interview.

EXPLORING THE WORLD OF WORK IN OF MICE AND MEN

George and Lennie drift from town to town, working a variety of jobs so that one day they'll be able to purchase land of their own and "live off the fat of the land." In essence, they want to become their own bosses. The scene in which George and Lennie are grilled by the new boss says a great deal about how they feel about "upper management".

A major theme of the book, "The American Dream", is repeated throughout many works of literature. This theme recognizes that everyone has a dream or goal to strive for. In *Of Mice and Men*, the poor ranch hands and migrant workers strive to eventually become their own bosses and actually have stability in their lives.

Directions: In small groups, discuss and document answers to the following questions. Be prepared to share your group's thoughts with the entire class. The teacher will collect this sheet at the end of class, so make sure all group members first and last names appear above.

1. How does one become the boss? What steps must a potential boss make to get to the top?
2. Can you be a boss by being lucky? In other words, is it possible to be the boss by being in the right place at the right time? How often does this occur? (Give a percentage as part of your answer.)
3. How many people in your group envision themselves as being a boss or owning their own business some day? What is their plan for realizing this dream? (Be as specific as possible.)

4. Have you ever had a good boss? What are the personality traits that make up a good boss?

5. What about a bad boss? What are the personality traits that make up a bad boss?

6. Do you think George and Lennie have had good bosses or bad bosses up to this point? Why?

7. Does George have what it takes to become a boss? Make a prediction about what kind of boss he will be using the text for support. How would he run the ranch?

TEACHER NOTES

Discussion Question Guide for the LARGE GROUP discussion:

- What did your group decide were the steps for becoming a boss? Is there more than one way? What are they?

Discussion should be guided towards education, having a business sense, treating people with respect, work ethic, ethics, etc...

- Can a boss be in the right place at the right time?

(family business [i.e. Curly], minimum wage jobs translating to quicker rise to management, serendipity)

Probably occurs less than 10% of the time...

- How many envision themselves as a boss? How many had a realistic plan to reach this goal?

Likely many will have the goal but few will have a plan. Use this to discuss the importance of planning ahead and goal setting

- Discuss how bad bosses and good bosses impact perception of a job. How does a good boss motivate you to work harder for a company you might otherwise not really care about?
- Discuss the idea that George and Lennie have little to no education and therefore have little to no choice when it comes to their jobs. Their choices are made for them...
- Have students share their ideas for George as a boss, making sure their answers are grounded in the text.

For homework, ask students to interview an adult who has at least 5 years of work experience. The goal is for the student to reflect upon the role of "boss" in a typical employee relationship. Inevitably, students will have various reactions to the role of "boss" depending on the perception of the interviewee. This can spur some additional discussion or even the opportunity for some journal writing. Use the following questions as guidance for these discussions or journal entries:

- How do most people feel about their boss? Why do you think this is? OR What is the percentage of people working in the U.S. who appreciate their boss versus those who hate their boss?
- What things do people need to feel valued and respected at work? What happens when employees feel valued and respected?
- Describe the perfect work environment, including how people treat each other, how they communicate with each other, and how they are rewarded for performance.

HOMWORK

Directions : Find a family member, neighbor or community member to interview using Part A to guide your discussion. After interviewing this person, complete Part B using the information gathered from in Part A.

Part A:

Name of the person you interviewed:

Please indicate highest level of education: high school bachelor's degree master's degree other

Please describe your job:

Are you happy with your job?

Other than pay, if there was one thing you could change about your job, what would it be?

Describe your relationship with your boss:

Do you feel like your boss respects you? Do you feel comfortable offering ideas and suggestions to your boss?

Part B:

How would YOU describe this person's relationship with their boss? What evidence do you have for this description?

Is this person satisfied with their career choice? What evidence do you have for your answer?

What things make people feel valued and respected at work? Why is it important for people to feel this way?

FENCES

OBJECTIVES

- Students will examine a character's motivation to speak out against the injustices that affect his ability to earn a living
- Students will use this information to determine whether or not they would feel empowered to speak up for themselves in the same way that Troy did in their work situation

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d, 3

Reading Literature:

Key Ideas and Details 1-3

Writing:

Range of Writing 10

MATERIALS

- August Wilson's *Fences*

PROCEDURE

Part 1

1. Explain to students that they will learn how to examine the occupational choice made by Troy with regard to his ability to be a driver, and not just work hauling rubbish.
2. At this time, students should have already read Act One, Scenes 1 and 2.

Part 2

1. After the assigned reading, students will discuss Troy's decision to speak with management and request that African-Americans receive an opportunity to drive the trucks. They will answer the following questions in small groups:

- How do you feel about the way that Troy distinguishes between an African-American’s ability to work a ‘paper job’ and an African-American’s ability to complete manual tasks? What does this say about how intelligent he feels that African-Americans really are?
- Do you feel that it is ever appropriate to challenge authority? When? When might it be inappropriate?
- What is the appropriate thing to do when discussing a problem with management? What would be unacceptable when discussing an issue of concern with a superior?
- What defines a good job for the characters in *Fences*? How does this compare/contrast with your view of a “good” job?

2. After students discuss the four questions in their groups, they will report their findings to the larger group. This sharing process should take an additional fifteen minutes, with each group sharing for two to three minutes on the questions that were posed.

Homework: Reflect upon the class discussions in the small groups and in the larger class discussion. Examine the answers of your peers and elaborate in two paragraphs about your view on one of the topics in a personal journal response. All journal responses are due when you enter class.

THE KITE RUNNER

OBJECTIVES

- Students will be able to connect the prejudice that Hassan faces to similar experiences in their everyday life
- Students will identify at least one specific challenge they face due to inequality and generate a hypothetical solution to ameliorate or eradicate this inequality

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1a-d, 3

Reading Literature:

Key Ideas and Details 1-3

Writing:

Range of Writing 10

MATERIALS

- Khaled Hosseini's *The Kite Runner*
- Digital Cameras
- Crushing Prejudice with Photographs Handout

PROCEDURE

1. In *The Kite Runner*, Hassan must endure a great deal of bigotry and harassment due to the fact that he belongs to a minority ethnic group in Afghanistan. Ask students: *Have you ever faced a similar challenge in your life? How does it make you feel to read about an individual who is treated like this?*
2. Each student must complete a journal entry on the prompt above.
3. Discussion Questions for Small Groups (20 minutes):
 - “Who has an event they would like to share?”
 - “How did it make you feel watching/experiencing this event?”
 - “What comparisons can you make between what you wrote in your journal and what Hassan experiences?”
 - “If you were in Hassan’s place, what would you do to attempt to improve your situation?”

- “Looking forward to your career, how could living in a socially biased world effect what type of job and education you are able to obtain?”
 - “What are some things you can do to end inequality and racism community? How will you make a change to ensure a brighter future?”
4. Each group should be given a digital camera. Preferably, every student will have their own camera.
 5. Each student should have a copy of the “Crushing Prejudice with Photography” handout.
 6. If possible, students should be allowed to travel to specific parts of the school if they need to capture a picture.
 7. Groups may share pictures, but each individual must have a separate paragraph for each photograph.
 8. Take volunteers to share the product they have created.
 9. Discussion questions:
 - How would life be different if we were able to eliminate all of the injustices/prejudices that we have photographed?
 - How about if we could only eliminate a few?
 10. Teacher should emphasize that students have the power to influence their own future and success by taking a stand against what is wrong.

CRUSHING PREJUDICE WITH PHOTOGRAPHY

Instructions: You have been given the task of becoming a virtual activist. To complete this project you must take pictures in your community, home, neighborhood, school, etc., that you believe demonstrate two distinctly different things.

Picture #1: This picture should demonstrate some type of prejudice or injustice that you have faced in your life. The possibilities of the things you can photograph are limitless. The more creative you are for this picture the more fun you will have!

Picture #2: This picture will be closely related to Picture #1. However, this time you must take a picture in which you have the prejudice/injustice you faced in your original photograph would be somehow corrected. That is, what would life be like if this was no longer a problem in our society? You have the freedom to be as creative as possible!

After completing the photographs, write two pages that include the following:

Page #1: All questions should be answered about the **first picture**.

- Describe what is taking place in this picture.
- How is prejudice/injustice being shown?
- How does this relate to your life?
- What kinds of feelings do you have about this object/event?

Page #2: All questions should be answered about the **second picture**.

- Describe what is taking place in this picture.
- How has the prejudice/injustice that was occurring in Picture #1 been corrected?
- How would your life be different if this injustice were truly eliminated? What could you accomplish that you might not have been able to before?
- How would you feel if you no longer had to deal with this experience?

HOSTILE TAKEOVERS

OBJECTIVES

- Students will be able to recognize corruption in multiple aspects of life.

MATERIALS

- Speakers and CD Player
- Internet access
- William Shakespeare's *Macbeth*
- "Backstabbers" by Isley Brothers
- "Thirsty" by Missy Elliot

PROCEDURES

Part 1

1. When class starts, play "Backstabbers" by The Isley Brothers.
2. While the song is playing, pass out the informational sheet on hostile business takeovers.
3. Facilitate an informal discussion analyzing the meaning of the song and how it relates to a hostile business takeover. They will also analyze how Macbeth's killing of Duncan could be associated with a hostile business takeover.

Part 2

1. Give students 10 minutes to answer the following questions:
 - "How do you view hostile takeovers in Macbeth's society?"
 - "How do you view hostile takeovers in today's society?"
 - "When do you feel a hostile takeover is necessary?"
2. Students will relate the song "Backstabbers" to a hostile takeover as discussed in their answers, and share it with the class.

Part 3

1. The song “Thirsty” will play as they are leaving the class.
2. For homework, students will write a two paragraph journal entry on how “thirsty” thoughts can lead to “hostile takeovers.”

HOSTILE TAKEOVERS

A hostile takeover allows a suitor to bypass a target company's management unwilling to agree to a merger or takeover. A takeover is considered "hostile" if the target company's board rejects the offer, but the bidder continues to pursue it, or the bidder makes the offer without informing the target company's board **beforehand**.

A hostile takeover can be conducted in several ways. A tender offer can be made where the acquiring company makes a public offer at a fixed price above the current market price. Tender offers in the USA are regulated with the Williams Act. An acquiring company can also engage in a proxy fight, whereby it tries to persuade enough shareholders, usually a simple majority, to replace the management with a new one which will approve the takeover. Another method involves quietly purchasing enough stock on the open market, known as a creeping tender offer, to effect a change in management. In all of these ways, management resists the acquisition but it is carried out anyway.

The main consequence of a bid being considered hostile is practical rather than legal. If the board of the target cooperates, the bidder can conduct extensive due diligence into the affairs of the target company. It can find out exactly what it is taking on before it makes a commitment. But a hostile bidder knows only publicly-available information about the target, and so takes a greater risk. Also, banks are less willing to back hostile bids with the loans that are usually needed to finance the takeover. However, some investors may proceed with hostile takeovers *because* they are aware of mismanagement by the board and are trying to force the issue into public and potentially legal scrutiny (this happened during the Crazy Eddie collapse).

Source: www.wikipedia.com

OBJECTIVES

- Students will make a meaningful connection between heroic character traits and employability skills
- Students will create practice skill sets, resumes and cover letters using the character of Odysseus to “think outside the box” about their own skills.

LEARNING STANDARDS

Writing:

Range of Writing, 10

Reading Literature:

Key Ideas and Details, 1-3

MATERIALS

- “Odysseus Needs a Job!” handout
- “Resume/Cover Letter Practice” handout

PROCEDURE

1. Explain premise of Odysseus’ “job search” after the completion of The Odyssey and go over “Odysseus Needs a Job” handout.
2. Students will fill out handout with one or two partners, discussing the career opportunities and applying the skills they know Odysseus possesses from the reading.
3. Solicit group responses about each individual career as a large group or by rotating around to different groups of students.
4. Individually, students will begin working on the Resume/Cover Letter Practice handout with modeling from the teacher.
5. If needed, students can finish the Resume/Cover Letter Practice for homework or in the next session.

POINTS TO REMEMBER

Teachers should be aware that students will need to go beyond recollection and think creatively about the career and potential skill sets that Odysseus would have possessed. They may meet some initial resistance from the students to imagine and think on their own but should encourage students to do so regardless.

ODYSSEUS NEEDS A JOB!

Eurymachus offered to pay Odysseus for the meat and wine the suitors had consumed. He knew that after 20 years of feeding guests, the royal treasury was running a little low. He thought the king of Ithaca could probably use some extra cash.

Odysseus, of course, chose revenge over money. But now that things have settled down, he has realized a hard fact: the royal budget is very tight. He has decided to get a job.

Consider these career opportunities. Decide which would be good for Odysseus, which would be bad, and why.

CAREER	GOOD for Odysseus because...	BAD for Odysseus because...
Undercover police detective		
Band director		
Foreman on factory line		
Diplomat/ambassador		
Elementary teacher		
CEO of shipbuilding corporation		
Custodian		

Choose a job (not necessarily one of the above) for Odysseus to pursue. Write a resume based on his activities over the past 20 years. Add a cover letter asking for an interview. The address for Odysseus will be 1 Palace Way, Stavros, Ithaca.

FROM THE DESK OF
ODYSSEUS
KING OF ITHACA

1 Palace Way
Stavros, Ithaca

May _____, 2012

_____ (Name)

_____ (Title)

_____ (Company Name)

4321 First Street
Anytown, State ZIP

Dear Sir/Madam:

This letter is to express my interest in discussing the _____ job posted on your company website. The opportunity presented in this listing is very appealing, and I believe that my experience and education will make me a competitive candidate for this position.

The key strengths that I possess for success in this position include, but are not limited to, the following:

-
-
-
-

You will find me _____, _____, _____, and _____, the type of person on whom you will rely. I also have a wide breadth of experience of the type that gives you the versatility to place me in a number of contexts with confidence that the level of excellence you expect will be met. Please see my resume for additional information on my experience.

I hope you'll find my experience and interests intriguing enough to warrant a face-to-face meeting, as I am confident that I could provide value to you as a member of your team.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely yours,
Odysseus

FROM THE DESK OF
ODYSSEUS
KING OF ITHACA

1 Palace Way
Stavros, Ithaca

PROFILE

EXPERIENCE

Job Title and Company Name: _____
Dates employed: _____
Responsibilities: _____

Job Title and Company Name: _____
Dates employed: _____
Responsibilities: _____

Job Title and Company Name: _____
Dates employed: _____
Responsibilities: _____

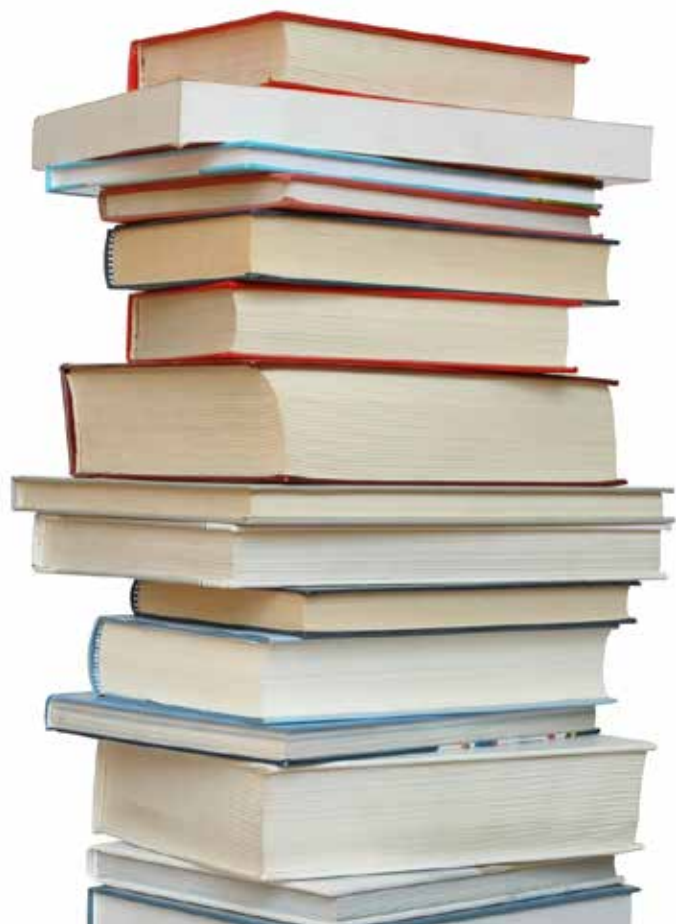
EDUCATION

ACHIEVEMENTS/AWARDS

SKILLS

APPENDIX B

Icebreakers and team-building activities



Making my
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PROGRAM

ICEBREAKERS & TEAM-BUILDING ACTIVITIES

OBJECTIVES

- Students will learn more about each other
- Students will be able to learn the value of working collaboratively through a variety of ice-breakers and team-building activities

LEARNING STANDARDS

Speaking and Listening:

Comprehension and Collaboration 1b-d

Presentation of Knowledge and Ideas: 4, 6

MATERIALS

- Paper, poster board
- Pens, pencils
- People Bingo Sheet
- A Ball of Yarn

GENERAL PROCEDURE

1. Teachers can select activities they want to use.
2. Teachers can use other activities not included in this lesson. The following activities do not represent an exhaustive list of activities to choose from.

ACTIVITY 1: TWO CIRCLES (OR TWO LINES)

1. The classroom is asked to form two large circles. One circle surrounds another circle. (Depending on space, two parallel lines may also be formed, with both lines facing each other).
2. Each circle has an equal number (or as equal as possible) of students who directly face each other. The outside circle is asked to move one person clockwise until they have had a chance to stand in front of every person on the inner circle. The inner circle is instructed to remain in their positions throughout the activity.
3. For approximately 1 minute, students are asked to talk about certain topics with the partner they are facing before moving on to the next

person. While not an exhaustive list of topics, we suggest that students share information pertaining to their lives inside and outside of school such as the following:

- Where are you from?
- What did you do over the summer?
- What are your favorite classes?
- Favorite food?
- Favorite movie?
- Who are some of your role models?
- What would you do with a million dollars?
- What musical group or artist would you like to perform with?
- If you could have dinner with anyone, who would it be with and why?
- What are you looking forward to in school?
- What do you like best about yourself?
- What do friends like best about you?
- Most people don't know I like to...
- If I could by anyone, I would want to be...
- If I could change one thing about the world because...
 - or myself it would be...
- In five years I see myself...

Follow-up

1. Students are asked to form small groups (or assign groups) and discuss what the activity was like for them.
2. Were any conversations surprising? Did anyone have anything in common with other students?

ACTIVITY 2: TRUTH AND LIES

1. Divide the class into small groups (or assign them), informing them that we are going to play a game.
2. Students are asked to think of two “truths” and one “lie” about themselves, and to write those three statements down on a piece of paper. Teachers should clearly emphasize that the statements can be as personal as students want them to be, but they should not consist of inappropriate or offensive content or language.
3. Each group is told that they are a team and are competing against the other groups in the classroom.
4. On a chalkboard or on an easel with large poster paper, teachers write down the names (if group members want to devise a name for their team) or simply the number of each group.

5. Each time a team gets a correct response (i.e., correctly guesses the lies and truth), they will receive a check counting as a point below their designation. Any team with more than 3 correct responses will receive a reward, and the team with the most checks will receive an extra prize.

POINTS TO REMEMBER

We recommend that students receive a syllabus that at least provides them with a clear idea of what they will learn in the curriculum (i.e., a calendar of activities) and what they will need to do in order to obtain a satisfactory grade.

6. To play the game, students are informed that each group must select a “spokesperson” as the one who gives the final answer. No other answers will count except for the group spokesperson.

7. During each turn, one group will have one of its members read aloud the three statements, and another team

will have to decide which two self-disclosures are truths and which statement is the lie.

8. The other teams are instructed to remain silent and not give the guessing team any hints.
9. Teachers should encourage the guessing teams to work together and get each other’s opinions before the spokesperson reaches a final answer.
10. The game will continue until each group member in every team has had the chance to read his or her truths and lie out to the opposing team that is guessing.

If the class has five or six small groups, it is recommended that teachers divide the game up into two different areas of the classroom, wherein 2 to 3 groups will be playing against each other instead of all 6. By dividing the activity, this may help in preventing disruptive behavior or impatience as each turn is played out.

In this activity, it is critical for the teachers to observe and comment on how teams reach their final answers. Granted, the activity is supposed to be fun and humorous as an ice-breaker, but it does force students to work together on a common goal.

Follow-up

1. As a class, teachers can open up a reflective discussion about what it was like for teams to play the game.
2. How did teams reach their decisions? Was it easier to guess the truth or the lies? Why?

ACTIVITY 3: WHAT DOES IT MEAN TO BE A GOOD STUDENT?

1. Divide the class into small groups.
2. Teachers introduce the activity by saying how being a “good student” is something we tend to think about on our own, but often do not talk about with others. In fact, many people have different ideas about what it means to be a “good student.” This activity will help us learn more about what others think.
3. On a large poster board, each group is instructed to write a list of all the qualities, behaviors, attitudes, accomplishments, and expectations that go with being a “good student.” Also, each group should be instructed to designate one group member as the “recorder” who will write down all of the group’s ideas.
4. This activity may open up many avenues of discussion related to peer pressure, family influences, motivation, and racial issues.
5. Once the group appears to have completed their list, teachers should try to find common themes as well as discrepancies in the list. Did some students disagree with other group members? Had anyone ever thought of certain attributes or behaviors before? Did anyone change their minds about what it means to be a good student?

Follow-up

1. A “spokesperson” for each group is selected.
2. Instruct each spokesperson to describe their list to the class. Students may ask the spokesperson questions about their list as well.
3. Teachers can ask the class as a whole what they learned from each other in this activity. Do they agree with some aspects of what it means to be a good student, or disagree? Why or why not? Did anything surprise them?

ACTIVITY 4: PEOPLE WEB

1. Instruct the class to form a large circle.
2. Holding on to the end of the string, the teacher tosses the ball of yarn to another person that they have something in common with, while saying out loud their commonality (“We are both wearing the color green”). The person who catches the ball then repeats this procedure.
3. The end result of the process is an intertwined ball of yarn, which should be continued until each student is included in the web.
4. If students struggle, they can substitute their declaration with something they are good at, or really enjoy.

Follow-up

1. Students are asked what it was like to play the game.
2. Did they toss the ball of yarn to people they knew or did not know? Why?

ACTIVITY 5: BIRTHDAY LINE

1. Explain to the class that this is a non-verbal activity.
2. The class is to form a single straight line, according to birthdays. Instruct students that January birthdays will be at the beginning of the line, earliest dates first, followed in order by later dates. The line progresses by months and days with December birthdays at the end.
3. People with the same birthday share the same position in the line.
4. All students must communicate non-verbally; no lip-reading or spelling on the floor.
5. When the line is complete, each person will shout out his or her birthday beginning with the start of the line.

ACTIVITY 6: PEOPLE BINGO

1. Distribute the People Bingo Sheet.
2. Instruct students to follow the directions, limiting one square per person. When all boxes are filled, students will get a reward, such as a snack.
3. In the event that some of the boxes are not true for any student in the class, new facts can be made.

PEOPLE BINGO

Directions: Go around the room and ask people questions. If they fit these answers, have them sign your sheet.

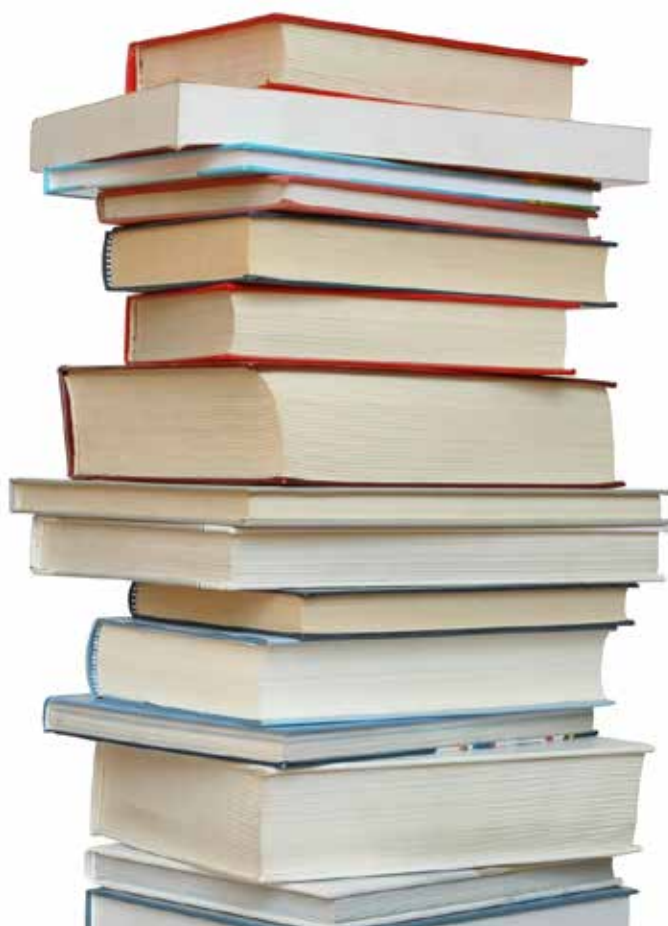
B	I	N	G	O
I have lived in another state	I am the youngest in my family	I am the oldest in my family	I enjoy solving problems	I like tacos or burritos (or both)
I like working with computers	I have a pet	This is my first year at this school	I like sweet snacks	I took a trip over the summer
I like salty snacks	I like shopping for clothes	FREE SPACE	I like to read	I am more of a quiet person
I just got a new phone	I like social studies	I am tall for my age	I like music	I live by my relatives
I will go to college	I want to be a doctor	I want to be an artist	My favorite color is green	I like talking

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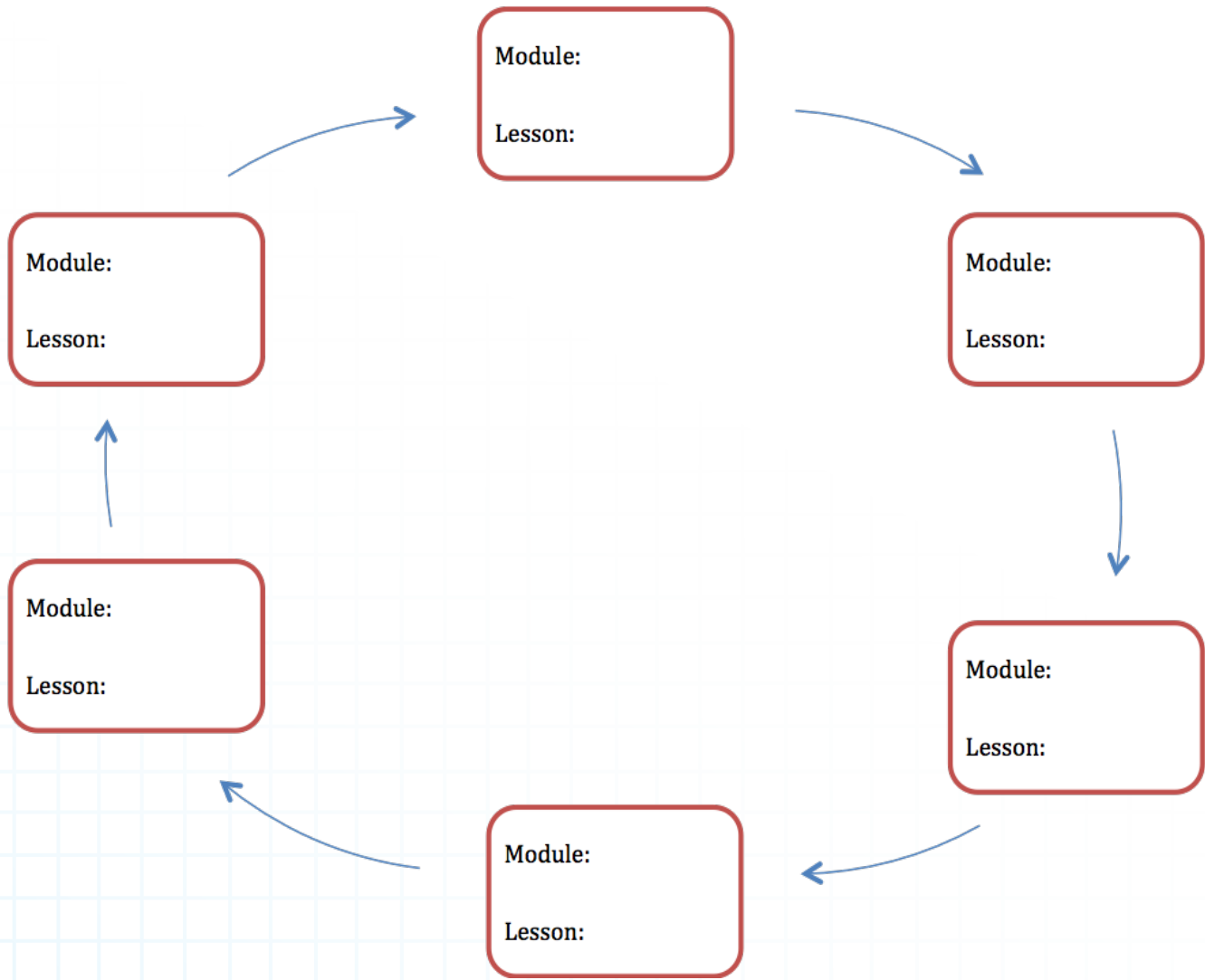
APPENDIX C

Lesson milestone worksheets



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#	Lesson	Module	Date(s)	Completed?	Notes
1					
2					
3					
4					
5					
6					
7					

#	Lesson	Module	Date(s)	Completed?	Notes
8					
9					
10					
11					
12					
13					
14					

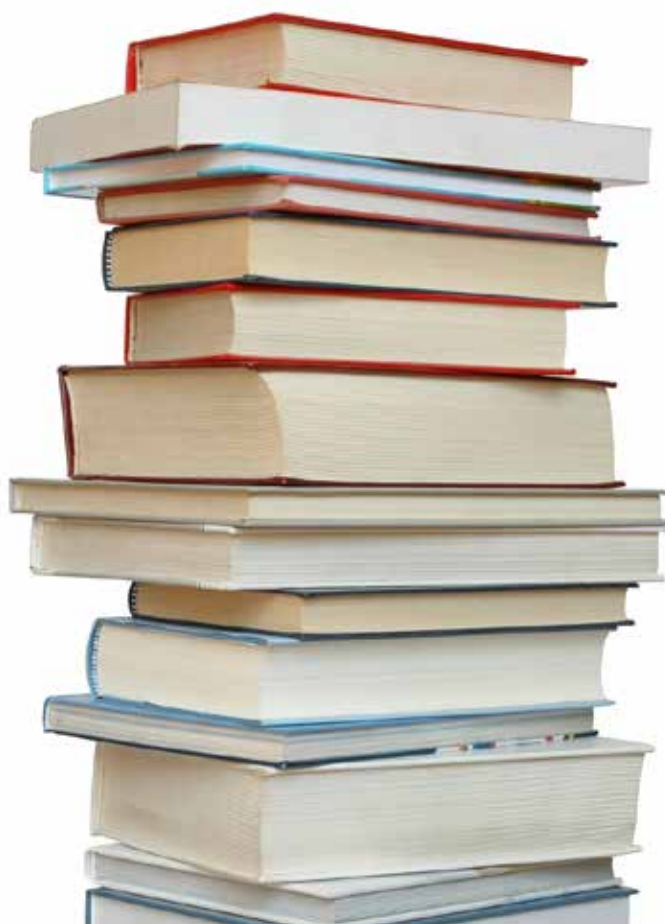
#	Lesson	Module	Date(s)	Completed?	Notes
15					
16					
17					
18					
19					
20					

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APPENDIX D

Sample syllabus



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Making My Future Work

“Education is the most powerful weapon which you can use to change the world”
– Nelson Mandela

“In this kind of knowledge economy, giving up on your education and dropping out of school means not only giving up on your future, but it’s also giving up on your family’s future and giving up on your country’s future”

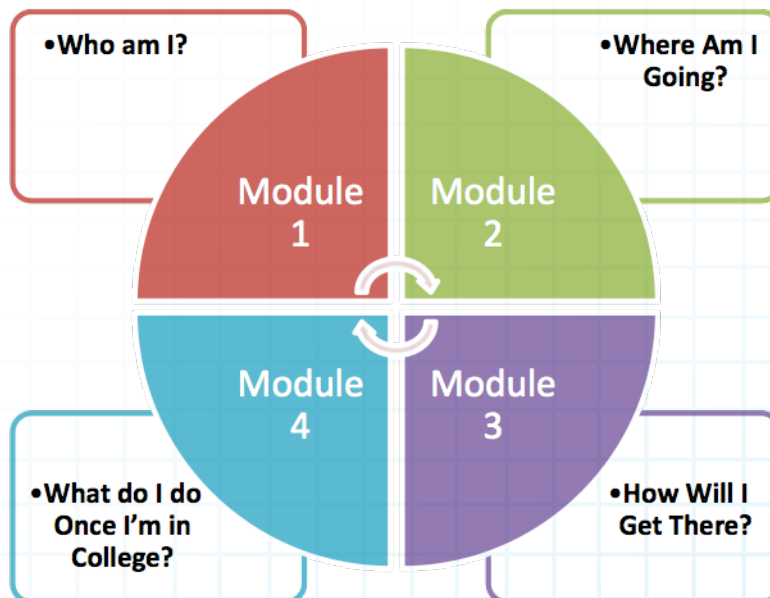
~ President Barack Obama, Speech delivered on March 1, 2010, at the U.S Chamber of Commerce to officially embark on the *Grad Nation* campaign

Ms. Jane Smith
jsmith@highschool.us
Making My Future Work, 9th grade
Period: 3
Room: 371

Program Description

Making My Future Work is a program where students will explore essential life questions in the quest to prepare for life after high school. This class will lead students through thinking about questions such as “Who am I?” “Where am I going?” “How will I get there?” and “What do I do once I’m in college?” Students will think and discuss what is important to them and what opportunities they have now and in the future in order to make choices on how to make their future work best for them.

Each class period, students will focus on one of the questions below.



Class Expectations

1. Come to class ready to explore different ideas about yourself and the world.
2. Be open to new ideas.
3. Discussion will be a large part of this class. Be respectful of other’s opinions and circumstances that may differ from yours.
4. Bring paper and a pen or pencil to every class.
4. Have fun.

Grading Policy

Most of the work will be done during class time. If you are absent, please make arrangements to make up work. Rubrics will be provided as needed for projects.

Class Schedule

Week	Lesson	Module	Date(s)
	The Soundtrack of my Life	1	
	Work Personality: Finding Your Match	2	
	Conflict Resolution	3	
	Be On Time!	3	
	World of Work Research Project	2	
	Stress Management/Deep Breathing	3	
	FAFSA	4	
	Going to College: Is It For Me?	2	
	Collaborative Resume Writing	3	
	Stereotypes	3	
	Career Family Tree	2	
	You're Fired	2	
	Time Management	3	
	Syllabi Savvy	4	
	This I Believe	1	
	Plan of Attack	2	
	Blue Collar and Proud of It	2	
	Mock Interviews	3	
	Managing My Money	3	
	The Hierarchy of Jobs	2	
	Old Jobs Die, New Jobs Are Born	2	
	Where I'm From	1	
	Communication Skills/Phone Etiquette	3	
	Dodge The Pitfalls!	4	
	Writing Emails That Matter	3	
	Goal Maps	3	

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