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# Middle Moves: Orientation
Preparation Students for Middle School

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Statement of Purpose

Miami-Dade County Public Schools Division of Student Services is committed to implementing transition initiatives across the county. **Middle Moves: Orientation for 6th Grade Students**, Teacher’s Edition consists of lesson plans and activities developed to address students’ issues in transition. As a middle school practitioner these lessons will be utilized in the teaming model approach by infusing the lessons into one or more subject areas e.g. language arts/reading, social studies, science, and mathematics. If your school is not supporting the middle school teaming approach, the site administrator must designate an appropriate implementation plan.

The activities in each of the twelve lessons are easily adaptable and can be integrated into any subject area. Websites with additional resources are cited throughout the text. For some of the activities, the content area that is best suited is suggested. Most activities include specialized vocabulary that is not only necessary for the lesson, but will transfer into the many facets of the middle school experience and life beyond. Many of the activities also highlight the respective intelligence and learning style of the student. Every lesson contains components that encourage mastery of the **Sunshine State Standards and Benchmarks for Reading, Writing, Mathematics and Science** as tested on the Florida Comprehensive Achievement Test (FCAT). Additionally, the lessons are designed to meet the domains, standards, and benchmarks of the Student Development Framework: Academic, Career, and Personal/Social Development Skills. The Health Education Domain is also addressed, as are the Secretary’s Commission on Achieving Necessary Skills (SCANS) goal #3 foundations.

Research tells us that successful transition contributes to long term school success. Sixth grade students make tremendous adjustments when they enter middle school and leave the protective environment of elementary school behind. Students are thrust into a setting that requires adult skills, such as time management, active listening, and interpersonal leadership. They must learn to make decisions about their health, education, and career options. This can be an exciting time. Avoiding the pitfalls of middle school is more likely if the student has the tools to help him/her cope with his/her new environment.

Miami-Dade is a diverse county, addressing the needs of students and teachers is a challenge. Each neighborhood has its own set of strengths and needs. There are many activities offered in each of the twelve lessons that support **Middle Moves: Orientation for 6th Grade Students**. Each lesson contains activities that address multiple intelligence, learning styles, and teaching styles. There are opportunities for individual, pairs, small and large group work. There are teacher directed activities and independent student work. Projects and products are designed to fit students and teachers at all levels.
Accommodation

All teachers that provide services to students with disabilities are mandated by the state and federal law (Individuals with Disabilities Act (IDEA 2004)) to provide free and appropriate public education to the students. In addition, each student is required to have an Individual Education Plan (IEP).

Teachers have a responsibility to:
- Seek information regarding their students with disabilities
- Implement the IEP including accommodations and modifications
- Provide ongoing status updates towards mastery of IEP goals
- Participate in the development of the annual IEP

It is the responsibility of all teachers to communicate additional needs, lack of progress, or any concerns they may have to the designated special education staff member, the assistant principal, program specialist and/or department chairperson in addition to the special education teacher.

We wish you “Successful Teaching” and we wish your students the best of luck as they face the newest phase of their education and their lives.
INSTRUCTIONAL DESIGN

The lesson plans in this document have been designed with two main purposes in mind: 1) to be teacher user-friendly; and 2) to maximize the learning strategies for the students in order for the goals and benchmarks to be reached.

No matter how complete a lesson plan might appear, you as the teacher will have to make each lesson plan effective in your classroom with your students. You are encouraged to experiment, revise, and search for materials and concepts that might add to the primary goal of having our students achieve the benchmarks for success in and beyond middle school.

The lessons are based on several contemporary educational researched-based practices:

- **Integrated curriculum**: Reading, mathematics, science, career preparation, writing, work-related behaviors, and other disciplines are woven into instruction through relevant, high-interest topics.

- **Higher-order thinking skills**: The tasks are designed to maximize higher order thinking skills and to practice FCAT benchmarks.

- **Cooperative learning**: Throughout the lesson plans, activities require “think, pair, share, square” or similar cooperative group configurations.

- **Student centered, active learning**: Each and every lesson requires student involvement in a participatory activity. Extensive teacher-student interaction has been designed as a part of each lesson. Students are required to complete several projects including a career investigation. Rubrics have been developed for the teacher and the student to assist in maximizing the quality of the finished products.

- **CRISS**: CReating Independence through Student-owned Strategies. Almost every lesson plan incorporates a CRISS strategy including graphic organizers, selective highlighting, two column notes, and concept mapping, just to cite a few. If you have not been CRISS trained, check with the language arts department chair or the assistant principal for curriculum to find out more about these strategies.

- **Standards-Based Student Development Benchmarks**: While many teachers are very familiar with their own subjects’ competencies, many teachers are not as familiar with the Standards-Based Student Development Benchmarks which are the framework used by student services personnel. The benchmarks encompass the educational, personal/social, career, and health/community domains that are integral to a student’s growth and development.
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GENERAL ACCOMMODATIONS

Reading

- Shorten the amount of required reading.
- Have students read aloud on volunteer basis, letting the best students read and the others listen.
- Allow extra time for reading.
- Use a worksheet to help the student structure his/her acquisition process and provide page numbers keyed to the text.
- Provide speculation and predict questions.
- Select a text with less on a page.
- Teach how to use the index and table of contents.
- Use skimming/scanning-learning strategy.

Tests

- Give oral tests.
- Use more white space between sections.
- Reorganize tests for clarity.
- Reduce extraneous information that is not vital to content.
- Give clear directions for each test section.
- Provide examples where possible.
- If test is timed, announce remaining time regularly.
- Ask questions requiring short answers.

Assignments

- Vary the length from day to day.
- Adjust the conceptual level.
- Give work in smaller amounts.
- Introduce the assignments carefully so the student understands what tasks will be expected.
➢ Provide time suggestions for each task.
➢ Give clear and precise directions.
➢ Require a notebook.
➢ Check the notebook often.
➢ Write the assignment on the board for the student to copy.
➢ Return corrected work promptly.
➢ Provide a variety of types of work within the assignment instead of exclusively writing tasks.

**Lectures**

➢ Provide visuals.
➢ Give explanations in small distinct steps.
➢ Provide written backup to oral directions.
➢ In group directions, leave a pause between each step so the student can carry out the process in his/her mind.
➢ Alternate spoken instruction with written and manipulative tasks.
➢ Introduce difficult vocabulary and concepts.
➢ Require a notebook.
➢ Interject humor.
➢ Provide study guides/worksheets for lecture.
➢ Repeat important material throughout the lecture.
➢ Orally quiz students on lectures.

**Motivation**

➢ Provide verbal praise and reinforcement.
➢ Use field trips and other “hands on” experiences.
➢ Use pictures, graphs, etc., to promote interest.
➢ Alternate learning activities to provide variety.
➢ Use word searches, crossword puzzles, and other methods to learn printed material.
- Encourage parental support.
- Simulate real life situations.

**Writing**

- Shorten the amount required.
- Have the students write each day.
- Encourage legible handwriting.
- Allow extra time to complete the writing assignment prompt.
- Ask the students to brainstorm or highlight the important points before they begin to write.
- Student can dictate their writing prompt to a tape recorder.
- Student can type their writing prompt in Microsoft Word and use the spell and grammar check feature.
- Assign another student to edit the writing prompt. Then the student can correct the writing prompt and turn it in.
- Allow student to use a spelling dictionary or an electronic dictionary.

**When students have difficulty working in large groups**

**Small group:**

- Assign specific role and responsibility to the student when working in a group.
- Let the student work with a trained classmate to help keep on task in a group situation.
- Allow partial participation in cooperative groups.

**Whole groups:**

- Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding.
- Give the student a preview of what is going to happen during the class.
- Provide a balance of active and passive activities within the lesson.
- Provide follow up instruction individually, as needed.
- Assist with note taking by providing a copy of the notes, an outline, or a note taker.
Difficulty with independent work, studies, and practice:

- Let the student use a learning center with appropriate materials and equipment.
- Let the student use self checking materials or computer assisted instructions to practice skills.
- Let the students have a study buddy who can repeat and explain directions.
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Lesson Title: Where in the School is...

Description: These activities will orient the student to the middle school. It will create an awareness about schedules, class responsibilities, and where to find help if needed. Students will learn to take an active role in getting around the school, being aware of their surroundings and the school procedure.

Objectives: The student will be able to:
- Use a map of the school's floor plan to locate their classes
- Design efficient ways of getting to specific locations within the school grounds
- Locate and color code special areas in the school facility where they may get help (administrator, school counselor, school bus, health, food, purchase materials, pay fees, etc.)

Domain(s) Academic Development

Student Development Frameworks:

Standard AD 2.0
Acquire the knowledge, skills and attitudes that contribute to effective learning

FCAT Benchmarks:

LA.A.2.3.5 Locates, gathers, analyzes, and evaluates written information

Activities:

1. Plotting a course around school
(Discussion time one class period. Students will continue to locate, label, and color code special areas throughout the day.)

Purpose: The purpose of this activity is to help students new to middle school, to find their way around the facility with confidence and security. It will require colored pencils or highlighters to color code specialized areas. Students will better understand the flow and direction of their scheduled day.

Materials: Activity map (Activity A and Activity B worksheets) of the school they attend. Colored pencils or highlighters.

Procedure(s):

1. Students will color code all classes that they have during the day and label the name of each class in the correct room on the map.
2. Students will color code, in blue, the administration offices and include the names of the administrators if they know them. (Teachers will add to any missing information the following day.)
3. Students will color code, in orange, the cafeteria and label the time of lunch, unless they are on a rotating or block schedule that changes daily.
4. Students will color code, in red, the counselors’ offices and include the names of the counselors if they know them.
5. Students will mark the exit they need to take at the end of the day to catch the bus, be picked up, or find the bicycle compound.

Assessment: Students will return with the completed map the next day and discuss any questions they have or areas that they were not able to identify. They should keep this map in their binder or folder for ease in getting around their new school. Students can share mutual schedules in order to find other students to travel with during the day.

2. Finding My Way Home

Purpose: Since students are attending a new school in a new neighborhood, it is important that they know how to get home and have contacts listed in a safe place in their book bag. Students will work with their parents to create a list of directions including cardinal directions (N, S, E and W), street names and landmarks to enable them to get home safely.

Materials: Pen or pencil, notebook or file card
   Map of the perimeter of their new school like the one found in Activity B.
   (Assessment materials may include a large scale map of the school region, magnets, or game pieces to plot the student’s journey home)

Procedure:
1. Students will write a sequence of steps starting at the exit of the school building, using cardinal points and street names to plot a way home from school.
2. Landmarks that may be found along the way are important to list as well. Students should also be aware of areas where they should not go.
3. Students who walk to school or ride their bicycles should also list safe houses that they can stop at if there is a problem.
4. Students should also memorize and have recorded the correct number and street of their house address and parent contact numbers, both home, work, and cell phones. This information may become more useful that you realize.

Assessment: Teachers will get a large map of the school region and tack it up in the front of the class. Students will volunteer to read the directions to their houses while another student follows the directions on the map. This can be done with player pieces or magnets to trace the route. Students who live in similar areas can help each other out.

Follow-up/Home Learning Activities: Finding My Way Home

Purpose: Since students are attending a new school in a new neighborhood, it is important that they know how to get home and have contacts listed in a safe place in their book bag. Students will work with their parents to create a list of directions including cardinal directions (N, S, E and W), street names and landmarks to enable them to get home safely.

Materials: Pen or pencil, Notebook or file card
   Map of the perimeter of their new school like the one found in Activity B.
Assessment materials may include a large scale map of the school region, magnets, or game pieces to plot the student's journey home

Procedure:
1. Students will write a sequence of steps starting at the exit of the school building, using Cardinal points and street names to plot a way home from school.
2. Landmarks that may be found along the way are important to list as well. Students should also be aware of areas they should not go into.
3. Students who walk to school or ride their bicycles should also list safe houses that they can stop at if there is a problem.
4. Students should also have the correct number and street of their house address and parent contact numbers, both home, work, and cell phones. This information may become more useful that you realize.

Assessment: Teachers will get a large map of the school region and tack it up in the front of the class. Students will volunteer to read the directions to their houses while another student follows directions of the map. This can be done with player pieces or magnets to trace the route. Students who live in similar areas can help each other out.
Activity A
This page has been intentionally left blank.
Lesson Title: It’s a Lot to learn…

Description: These activities will help students new to middle school organize the materials required for each of their classes. Though several teachers may require the same materials (i.e. pencils, pens, ruler, composition notebook), students need to be aware of the actual cost of each item that needs to be purchased in order to be prepared for each class. Multiples of a single item (colored pencils) are not necessary since the same box can be used in several classes. Notebooks may be needed for each class. It is important to pay attention to detail here. Other materials to be considered are the student agenda book, Code of Student Conduct, and the resources and procedures of the new middle school.

Objectives: The student will be able to:
- Be aware of the materials required for each of their classes and the fees that may pertain for each
- Consolidate the list from each class to construct a composite list reflecting the actual cost of materials that need to be purchased
- Be aware of materials that are used up or added to their requirements by using a graphic-organizer to update their needs
- Be aware of different sections of the student agenda book and be able to use them effectively
- Be made aware of appropriate conduct and the consequences of potential violations to the code
- Create a list of resources and people who can offer assistance in the new school

Domain(s) Academic Development; Personal Social Development

Student Development Frameworks:

- **Standard AD 3.0**  
  Acquire the knowledge, skills and attitudes that contribute to effective learning
- **Standard AD 3.6**  
  Demonstrates independent work habits
- **Standard PS 1.0**  
  Student accepts responsibility for personal behavior
- **Standard PS 1.6**  
  Understand the concept of personal responsibility

FCAT Benchmarks:

- **LA.A.2.3.5** Locates organizes and interprets written information
- **LA.A.2.3.7** Synthesizes and separates collected information into useful components
- **LA.A.1.3.2** Uses a variety of strategies to analyze words and draw conclusions, use context and world structure clues, and recognize organizational patterns
Activities:

1. **Listen closely and I will tell you what you need.**
   (This activity will take only a few minutes initially, however, must be repeated during each class during the day as the student travels from class to class).

**Purpose:** The purpose of this activity is to help students record and organize all of the materials that they are required to have in order to be prepared for each class. Some classes need more specialized equipment than others and some require fees to be paid as well. Use of the chart and composite list will help students record the materials needed more accurately.

**Materials:** Class Supply List – handout, master supply list from all classes, pen or pencil to keep track of each class’ requirements. (Activity Worksheet 1)

**Procedures:**

1. Students will be given the Class Supply Reference List handout at the beginning of the first class of the day. Students can carry the list to their classes for the equivalent of one day (i.e. From period 3 today through period two tomorrow).
2. Students will write down all of the materials that they will need for the first quarter.
3. At the end of the day, the student will receive the second handout entitled Master Supply List for all classes to compile how many of each item they will be required to purchase.
4. Teachers should also be sensitive to those students who may have concerns about their ability to purchase items and refer these students to those who might provide items for those in need.
5. Students will also add any extra materials or fees necessary for electives.
6. Classes should appear in both the class supply list and the combined list.
7. Items should be checked after they are purchased and as they go into the book bag ready for school.

**Assessment:** Students will bring in required item that have been requested by the teacher. Many teachers give either a grade, credit, or check off their list when students have all of their materials.

**Home-Learning Extension:** Teachers may require students to complete a short term project creating an illustrated piece of writing describing something memorable that happened to them on the first day of school.

2. **Filling in the Blanks**
   (One class period. This may be done in each class since there are different parts of the agenda book that may be specific to every class.)

**Purpose:** Schools provide student agenda books or recommend that students have an organizer to keep grades, assignments, schedule of classes, and contact numbers. This activity will assist students in becoming familiar with the different sections of their agenda book. This activity will improve students in time management skills and presenting a visual picture of the student’s responsibilities.

**Materials:** agenda book, or assignment book, pencil, pen, handout “What is the Agenda All About?” (Activity Worksheet 2)
**Procedure:**
1. Distribute handout “What is the Agenda All About” use either Handout or worksheet on to each student the same day the agenda books are given out.
2. Have the students put their name and schedule in the front of the book.
3. Have students explore the various sections of the agenda book and fill in the chart in the handout.
4. Impress upon the students that it is extremely important that they bring the agenda book to school every day in order to keep assignments and directions accurate and current.
5. Direct students to make a list of resources, contact people, and the places where they may be located.
6. Have the students make a list of the school’s clubs, after school activities, and sports in which they can participate. Also inform students of the requirements of the activity and who to contact in each club or sport. Have a discussion of what students might like to do after school.

**Assessment:** Students will return the agenda book scavenger hunt to class the next day. A class discussion will clarify the parts of the agenda or school rules or procedures that are not clear to the students.

**Follow-up Activities/Home Learning:**
1. Distribute the Code of Student Conduct handout (Activity Worksheet 3) and the booklet. Have the students take the book home where parents and students will discuss what role they have in establishing a safe environment. Both student and parent will sign the pledge which the teacher will collect and keep on file. Teachers should have a discussion concerning examples of violations and their consequences listed on the student handout.
# CLASS SUPPLY LIST

Use this form to list the supplies you’ll need at the beginning of the year for each class. Then use the Master Supply List form to list the combined supplies for all your classes.

<table>
<thead>
<tr>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Class</th>
<th>Other Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Master Supply List from all Classes

Use this list to combine the supplies that you need for all your classes. List how many of each item you need for the first quarter of the year. As supplies are used up, make a note in the special notes section to replenish your supply, especially if you need these materials daily. Take this list with you to the store. Keep the list in your binder or folder so that you have it to remind you when new supplies for projects are needed.

<table>
<thead>
<tr>
<th>Supplies needed</th>
<th>Quantity</th>
<th>Purpose</th>
<th>Have it</th>
<th>Special notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>composition notebook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loose-leaf paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>duo-tang folder</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>binder</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2 pencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue or black pens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>markers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>colored pencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ruler</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pencil sharpener- hand held*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>index cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>small stapler</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>calculator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>art supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>music supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>other elective supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Worksheet 2
What is the Agenda Book All About?

Make sure your full name and identification number is in the book.

<table>
<thead>
<tr>
<th>List the various sections of the agenda book</th>
<th>What does each section provide?</th>
<th>How will each section be used?</th>
<th>Benefit to Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the section provided, fill in your class schedule.

Review the map of the school and where your classes are.
Activity Worksheet 3
Code of Student Conduct

<table>
<thead>
<tr>
<th>Violations</th>
<th>Examples of Violation</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Disruptive Conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiance of School Personnel’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption on the School Bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indecent Proposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obscene Material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petty Theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Provocative Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Tobacco Product</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>False Accusation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>False Fire Alarm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in Non-sanctioned Org.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession, Use, Sale Fireworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession of Aerosol/Chemical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession of Simulated Weapon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vandalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group IV</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault on Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extortion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession of Drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group V</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous Disruptive Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hate Crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession Concealed Weapon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession Cocaine/Heroin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sale of Drug</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group VI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggravated Battery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armed Battery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battery on Teacher, etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homicide/Murder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kidnapping/Abduction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write down various suggestions to avoid each type of violation that you feel that you can do.
This page has been intentionally left blank.
Lesson Title: Mental Exercises: Thinking About Thinking

Description: Success in middle school will require a great deal more independence than the students have had to exercise in the past. It will be essential for the students to understand how they learn best and what their strengths and weaknesses are in a learning situation. They will need to apply this understanding to their studies and use it to meet their educational and career goals.

Objectives: The student will be able to:

- Evaluate their personal learning styles, multiple intelligences and learning strengths
- Explore metacognition
- Apply this knowledge in an action plan to meet goals for successful learning
- Examine career options based on personal learning strengths and intelligences

Domain(s): Academic Development; Personal/Social Development

Student Development Frameworks:

- **Standard AD 1.1**
  Relate skills taught in school subjects to career
- **Standard AD 3.3**
  Describe the use of personal learning style to maximize learning
- **Standard AD 3.6**
  Demonstrate independent work habits
- **Standard PS 3.0**
  Students understand the importance of developing a positive self-concept

FCAT Benchmarks:

- **LA.A.2.3.2** Author’s purpose and or point of view
- **LA.A.1.3.2** Uses a variety of strategies to analyze words and text, draw conclusion, use context and word structure clues
- **MA.A.3.3.2** Solves problems using different strategies, make lists, and patterns

Activities:

1. **What is an Intelligence?** (Approximately 30 minutes teacher-directed instructional time) (Activity Worksheet 1)

Purpose: All students must be introduced to the concept of multiple intelligences. This lesson can be infused in a math class, and can be adjusted for any other subject area. The activities in this lesson activate all of the areas of intelligence. Procedures for the activity are included in the attached plan. This lesson plan is adapted from “Exploring the Intelligences” by Marie Allen and can be found on LessonPlansPage.com.
Vocabulary:
- **Bodily/kinesthetic - “Body Smart”**: The ability to use movement and physical involvement to understand and communicate
- **Brainstorm**: the use of graphic organizers to write down, think about or discuss as many ways of doing something as you can possibly think of
- **i.e.**: An abbreviation that means “for example”
- **Interpersonal - “People Smart”**: The ability to work with others to promote understanding and communication
- **Intrapersonal - “Self Smart”**: The ability to use your own feelings and beliefs to understand and communicate
- **Mathematical/logical - “Number Smart”**: The ability to use numbers, order and logic to understand and communicate
- **Matrix and Matrices**: The use of a graph or table that shows all the ways of doing certain tasks
- **Multiple intelligences**: The different ways that people learn and communicate
- **Naturalist - “Nature Smart”**: The ability to use the natural world to understand and communicate
- **Rhythmic/musical - “Music Smart”**: The ability to use pattern, music and rhythm to understand and communicate
- **Verbal-“Word Smart”**: the ability to use words and language to understand and communicate
- **Visual/spatial - “Picture Smart”**: The ability to use pictures and images to understand and communicate

2. **How Many Ways Am I Smart?** (Approximately 5 minutes direct instructional time and 10 minutes completion time) (Activity Worksheet 2)

**Purpose**: The survey in this activity is appropriate for all areas of intelligence and any content area. In addition to the printed survey provided, interactive surveys are available at the following URL’s: [http://www.berghuis.co.nz/abiator/lsi/lsiframe.html](http://www.berghuis.co.nz/abiator/lsi/lsiframe.html) (Online survey results in bar graph form) [http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm](http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/what.cfm) (Online survey results in circle graph format). It is recommended that vocabulary be introduced before the surveys are distributed. A review of the multiple intelligences is also needed.

Vocabulary
- **Interactive**: describes activities a person can become involved with
- **Survey**: a list of questions or items that you must respond to

3. **Metacognition - Thinking About The Way I Think!** (Approximately 10 minutes direct instruction and 30 minutes completion time) (Activity Worksheet 3)

**Purpose**: Teachers may choose to have the students complete this set of activities individually, in small groups or as a whole class. This set of activities could easily be broken up into smaller sets for use in multiple class periods. The activities in this set are appropriate for all areas of intelligence and for most any core content area. This set of activities must be used following a survey as provided in Activity #2. It is recommended that vocabulary be introduced before
the lesson in this activity is begun. A review of the multiple intelligences is highly recommended.

**Vocabulary:**
- **Evaluation:** The results (of this survey, for example)
- **Identify:** Figure out or point out
- **Metacognition** (Language Arts teachers may want to explore the prefix, root, and suffix of this word as an extension activity.): thinking about the way your brain learns and understands things
- **Options:** Choices
- **Predict:** To make a guess about something in advance of it happening

4. **The Work Out**  (Approximately 10 minutes of direct instruction and 20 minutes of completion time) (Activity Worksheet 4)

**Purpose:** Teachers may choose to have the students complete this activity in class or for home learning. This activity is appropriate for **any core content area** and is **appropriate for most areas of intelligence**. Teachers will model an action plan before asking the students to create one on their own. An information sheet on goal setting with students is included for the teachers’ use only. Be sure the students understand that the goal they set is to be related to school and is to involve themselves only. They are not to set goals that require someone else’s cooperation. It is recommended that the vocabulary be introduced before the lesson begins.

**Vocabulary:**
- **Action Plan:** A step-by-step plan for meeting a goal

**Assessment:** Ask students to create a collage that symbolically illustrates their top two strengths as identified in the “**How Many Ways Am I Smart**” activity. Display and discuss with the class the differences in the collages, even when the intelligences represented are the same.

**Follow-up/Home Learning Activities:**
- Revisit the action plans created in “**The Work Out**” later in the year to evaluate each student’s progress in meeting the goal set in the action plan
- Ask students to interview a parent or other adult using a form from “**How Many Ways Am I Smart**?”. Discuss or write about the ways this person’s strengths and weaknesses have impacted school and career success
- Have students create a project in the style of their choice (based on their multiple intelligences) to show career options.
Activity Worksheet 1
What Is Intelligence?

**Materials:** Beans, pennies, cotton balls, paperclips, construction paper or chart paper, markers.

**Activity:** Students will rotate in groups through 8 centers. In each center they will be given a different task to memorize a multiplication fact. Alternately, teachers can choose to divide the class into 8 groups and assign one task to each group.

**Verbal/Linguistic:** Students will create a rhyme or phrase to help them remember a multiplication fact.

**Logical/Mathematical:** Students will find different ways of solving multiplication problems. For example, 8x5 is 40, 8 less is 8x4. 3x3 is 9, so 3 more is 3x4.

**Bodily/Kinesthetic:** Students will create matrices showing the 5’s times table, using various objects (beans, pennies, cotton balls, paperclips...).

**Musical/Rhythmic:** Students will create a song or rhythm to remember a fact.

**Visual/Spatial:** Students will draw a picture representing a multiplication fact.

**Intrapersonal:** Students will independently practice a times table of their choice.

**Interpersonal:** Students will pair up with a friend to quiz each other on times tables.

**Naturalistic:** Students will brainstorm ways to arrange the tomatoes for the garden using a multiplication matrix (i.e. 3 plants across and 4 plants down).

6. Students will share what each group came up with at each of the creation stations or what they produced from their assigned task.
Activity Worksheet 2
How Many Ways Am I “SMART”?

Use the tables below to find your personal intelligence styles. Place an “X” next to each statement that applies to you and write the number of marked statements on the line marked “Total”. You will use this information to find out more about your learning styles and possible career options in the next activity! THINK ABOUT THE WAY YOU THINK (get it?)!!

<table>
<thead>
<tr>
<th>“WORD SMART” VERBAL/LINGUISTIC INTELLIGENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy talking to people, telling stories and jokes</td>
</tr>
<tr>
<td>I have a pretty good memory for facts and trivia</td>
</tr>
<tr>
<td>I read books and/or write creatively for pleasure</td>
</tr>
<tr>
<td>For a project or presentation, I like to do the writing and research</td>
</tr>
<tr>
<td>I enjoy word games (like Scrabble) and I’m good at puzzles</td>
</tr>
<tr>
<td>When in an argument, I tend to use sarcasm and put downs</td>
</tr>
<tr>
<td>If something breaks, I’ll read the instructions before trying to fix it.</td>
</tr>
<tr>
<td>I am not especially shy</td>
</tr>
<tr>
<td>“WORD SMART” TOTAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“NUMBER/LOGIC SMART” MATHEMATICAL / LOGICAL INTELLIGENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really enjoy math</td>
</tr>
<tr>
<td>I memorize things easier if they are in a logical order for me</td>
</tr>
<tr>
<td>I enjoy computer games, chess and checkers</td>
</tr>
<tr>
<td>For a project or presentation, I like to create graphs and charts</td>
</tr>
<tr>
<td>If something breaks, I like to look at the pieces and try to figure out how to make it work again</td>
</tr>
<tr>
<td>I prefer “step-by-step” instructions and graphic organizers in school</td>
</tr>
<tr>
<td>I’m really good at math puzzles and brain teasers</td>
</tr>
<tr>
<td>I am a pretty organized person</td>
</tr>
<tr>
<td>“NUMBER/LOGIC SMART” TOTAL</td>
</tr>
</tbody>
</table>
### “PICTURE SMART”  VISUAL / SPATIAL INTELLIGENCE

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I daydream often</td>
<td></td>
</tr>
<tr>
<td>I enjoy hobbies such as photography and drawing</td>
<td></td>
</tr>
<tr>
<td>I doodle wherever and whenever I can</td>
<td></td>
</tr>
<tr>
<td>When arguing, I usually keep silent or try to get away quickly</td>
<td></td>
</tr>
<tr>
<td>I prefer a map to written directions</td>
<td></td>
</tr>
<tr>
<td>In magazines, I look at pictures and avoid reading text</td>
<td></td>
</tr>
<tr>
<td>I prefer music videos to radios or cd’s</td>
<td></td>
</tr>
<tr>
<td>I visualize things in my head</td>
<td></td>
</tr>
</tbody>
</table>

**“PICTURE SMART” TOTAL**

### “BODY SMART”  BODILY / KINESTHETIC INTELLIGENCE

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>My favorite class is PE</td>
<td></td>
</tr>
<tr>
<td>I touch things when I’m looking at them</td>
<td></td>
</tr>
<tr>
<td>When arguing, I tend to strike out, hit or run away</td>
<td></td>
</tr>
<tr>
<td>I have to write things down to memorize them</td>
<td></td>
</tr>
<tr>
<td>I am an active person</td>
<td></td>
</tr>
<tr>
<td>For a project or presentation, I like to build a model or do a demonstration</td>
<td></td>
</tr>
<tr>
<td>I learn better by doing something than by reading about it</td>
<td></td>
</tr>
<tr>
<td>I actually feel more tired when I’m sitting still than when I’m moving around</td>
<td></td>
</tr>
</tbody>
</table>

**“BODY SMART” TOTAL**

### “MUSIC SMART”  MUSICAL / RHYTHMIC INTELLIGENCE

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy listening to music</td>
<td></td>
</tr>
<tr>
<td>I tend to hum to myself or sing while I’m working</td>
<td></td>
</tr>
<tr>
<td>I play a musical instrument or two</td>
<td></td>
</tr>
<tr>
<td>I relax when I listen to or play music</td>
<td></td>
</tr>
<tr>
<td>I prefer rhyming poetry to non-rhyming poetry</td>
<td></td>
</tr>
<tr>
<td>For a project or presentation, I would enjoy putting music into the final product in some way</td>
<td></td>
</tr>
<tr>
<td>I am good at recognizing patterns</td>
<td></td>
</tr>
<tr>
<td>I have rhythm and I’m a decent dancer</td>
<td></td>
</tr>
</tbody>
</table>

**“MUSIC SMART” TOTAL**
### “PEOPLE SMART” INTERPERSONAL INTELLIGENCE

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have many close friends</td>
<td></td>
</tr>
<tr>
<td>I enjoy working in groups best</td>
<td></td>
</tr>
<tr>
<td>I study best when I have someone to quiz me about the facts</td>
<td></td>
</tr>
<tr>
<td>For a group project, I like to be the one who organizes things</td>
<td></td>
</tr>
<tr>
<td>I am good at solving other people’s problems and I like to ask for help</td>
<td></td>
</tr>
<tr>
<td>when I am dealing with a problem</td>
<td></td>
</tr>
<tr>
<td>I don’t like being alone very much</td>
<td></td>
</tr>
<tr>
<td>I think I have leadership qualities</td>
<td></td>
</tr>
<tr>
<td>I avoid arguments by trying to make everyone feel good</td>
<td></td>
</tr>
</tbody>
</table>

### “PEOPLE SMART” TOTAL

### “NATURE SMART” NATURALIST INTELLIGENCE

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the outdoor type. The heat, cold, rain, dirt, etc…are fine with me!</td>
<td></td>
</tr>
<tr>
<td>I like to categorize and organize things. It just makes sense!</td>
<td></td>
</tr>
<tr>
<td>I am a bit of a collector</td>
<td></td>
</tr>
<tr>
<td>When something is broken, I try to find something to help me fix it</td>
<td></td>
</tr>
<tr>
<td>I like learning about nature and the environment</td>
<td></td>
</tr>
<tr>
<td>Animals are important to me</td>
<td></td>
</tr>
<tr>
<td>I am able to notice small similarities and differences in things</td>
<td></td>
</tr>
<tr>
<td>Everyone should recycle</td>
<td></td>
</tr>
</tbody>
</table>

### “NATURE SMART” TOTAL

### “SELF SMART” INTRAPERSONAL INTELLIGENCE

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I do my best work alone</td>
<td></td>
</tr>
<tr>
<td>I try to put my personality and my feelings into my work</td>
<td></td>
</tr>
<tr>
<td>I am strong-willed and usually follow my instincts, no matter what other</td>
<td></td>
</tr>
<tr>
<td>people are doing or saying</td>
<td></td>
</tr>
<tr>
<td>When arguing, I walk away until I can calm down</td>
<td></td>
</tr>
<tr>
<td>I enjoy feeling connected to people and the world around me</td>
<td></td>
</tr>
<tr>
<td>I respect the feelings and ideas of others</td>
<td></td>
</tr>
<tr>
<td>I like to think about the “big picture”</td>
<td></td>
</tr>
<tr>
<td>I like to learn things that I will actually be able to use in life</td>
<td></td>
</tr>
</tbody>
</table>

### “SELF SMART” TOTAL
Activity Worksheet 3
Thinking About The Way I Think!

After completing your survey, respond to the following questions.

1. Which area(s) of the multiple intelligences are most like you?
2. Is this a surprise, or did you predict this outcome?
3. Do you think this evaluation is mainly correct for you?
4. Name two project/presentation styles that would be best suited to a learner of your type. (For example: poster making, report writing, model building, role-playing…)
5. Look at the list of career options below. Notice any options listed for your special areas of intelligence that you believe might be good paths for you to explore. **What makes these options interesting to you?**

- “Word Smart” (Linguistic Intelligence): librarian, speech pathologist, writer, radio or TV announcer, journalist, lawyer
- “Number/Logic Smart” (Logical-Mathematical Intelligence): auditor, accountant, mathematician, scientist, computer analyst, technician
- “Picture Smart: (Spatial Intelligence): engineer, surveyor, architect, urban planner, graphic artist, interior decorator, photographer, pilot
- “Body Smart” (Bodily-Kinesthetic Intelligence): physical therapist, dancer, actor, mechanic, carpenter, jeweler
- “Music Smart” (Musical Intelligence): musician, piano tuner, music therapist, choral director, conductor
- “People Smart” (Interpersonal Intelligence): administrator, manager, personnel worker, psychologist, nurse, public relations person, teacher
- “Self Smart” (Intrapersonal Intelligence): therapist, counselor, theologian, program or event planner, entrepreneur
- “Nature Smart” (Naturalist Intelligence): botanist, astronomer, wildlife illustrator, meteorologist, chef, geologist, landscape architect, veterinarian

6. Tally, chart or graph the results of the survey from members of your class or your working group.
7. Can you identify any patterns in this data? Are some types of intelligence more common among your classmates than others? Why do you think this is so?
Activity Worksheet 4
The Work Out

In this activity, you will set a personal goal for this year in school and you will create an action plan for accomplishing the goal. Be sure to fill in every blank so that your plan is complete. Good Luck!

The Goal:

Write one goal for yourself for school this year. Your goal MUST have something to do with school and it must be for you only. Make sure that your goal is reasonable!

What is the reason you want to accomplish this goal?

Can you predict anything that might get in the way of you accomplishing your goal?

What can you do to prevent this problem?

The Action Plan:

When do you expect to begin working toward this goal?
What will be your **FIRST STEP** toward accomplishing your goal?

**How** long will this take?

**Do** you need anyone or anything to help you at this step?

**How** will you know that you are ready for the next step?

---

What will be your **SECOND STEP** toward accomplishing your goal?

**How** long will this take?

**Do** you need anyone or anything to help you at this step?

**How** will you know that you are ready for the next step?

---

**How** will you know when you have accomplished your goal?  **What** will you do to reward yourself for accomplishing this goal?

---

What will be your **THIRD STEP** toward accomplishing your goal?

**How** long will this take?

**Do** you need anyone or anything to help you at this step?

**How** will you know that you are ready for the next step?

---

**By when** do you see yourself accomplishing this goal?
Lesson Title: Ready to Learn

Description: Students coming to middle school have a variety of organizational skills that they have experienced in their former school. Many students however, will need instruction on how to take notes when the teacher is lecturing, how to create graphic organizers (graphs and charts that help to organize information so that students can easily access or compare specific information easily), test taking skills, and other study helps. Students will take advantage of these activities to help them become more successful students.

Objectives: The student will be able to:

- Establish a useful study space where they can study and complete their work with the most success
- Efficiently utilize their binder or compositions notebook in an organized manner, using a variety of study and note-taking skills to record necessary information accurately
- Explore learning styles and examine how they learn and retain information the best
- Use graphic organizers to both plan and organize information sources to study for tests
- Learn how to gather and apply information for project work done either in a group or independently
- Demonstrate appropriate study habits and time management skills

Domain(s) Academic Development; Personal Social Development

Student Development Frameworks:

Standard AD 3.1
Know common study skills and habits that contribute to effective learning.

Standard PS 1.3
Develop effective time management skills

FCAT Benchmarks:

L.A.A.2.3.5 Student locates, organizes and interprets written information for performing a real world task
L.A.B.2.3.1 Writes notes, outlines, comments and observation

Activities:

1. Lets Get Organized (Each activity will take approximately one class period with extension time for home learning research to complete pages)

Purpose: Often we are not taught the basic skills that can mean the difference between success and failure in school. They are not difficult skills to learn, but you have to practice and master them so that they become as natural as writing your name. These are the skills that you need to do your best work at school:

- Set up a good home study environment.
- Manage your time.
- Set goals.
- Actively listen and take careful lecture notes in class.
- Read the textbook and outline important facts and vocabulary.
- Study class and textbook notes for upcoming test.
- Successfully take test with confidence.

**Materials:** Paper, notebook, pens and pencils, agenda book or planner, activity sheet for each activity.

**Activity Worksheet 1: My Study Place**

**Procedure(s):**
1. Distribute activity sheet "My Study Place"
2. Read through the requirements of an effective study space in the home.
3. Discuss the present arrangements that students have and how they can be made better.
4. Use the check list to determine how many of the objectives students already feel they have in place.
5. Then discuss ways to improve those items which are not checked off.

**Assessment:** Students will bring a diagram of their study space at home to see how many of the suggested items they have satisfied.

**Activity Worksheet 2: Planning Your Time Wisely**

**Procedure(s):**
1. Using their agenda book or planner students should write down all of the activities they are aware of concerning family, doctors, sports, music lessons, long term projects etc. in order to discuss how to plan around those events to be a successful student.
2. Distribute activity sheet "Plan Your Time Wisely"
3. Discuss each point with the class to make them aware of how it will help them to be successful at home and school.

**Activity Worksheet 3: Be a Master at Taking Notes** (This activity can be used in all classes)

**Procedure(s):**
1. Read through the activity sheet "Be a Master at Taking Notes"
2. Apply techniques to note-taking for a variety of classes
3. Students should try different graphic organizers in different classes
4. Second set of graphic organizers and activity "Test Taking Tips" can be used in teaching students how to organize information in preparation for taking tests. Discuss which graphs or organizational tools are most effective in different classes
5. Distribute the last Activity Worksheet 4 in this lesson" Getting Ready for Tests"
6. Students should now be able to fill out one chart for each upcoming test
7. These skills will create good study habits and a great looking report card!

**Follow-up/Home Learning Activities:**
- Students will bring a diagram of their study space at home to see how many of the suggested items they have satisfied.
Create a time sheet for when you are at home in the evening. (when home learning is done, dinner, clean-up, leisure activities, etc) Share with classmates.
Activity Worksheet 1
My Study Place

You will need a quiet place to study at home whether it is at the dining room table or a desk set up in your room. How you set up your place to study will have a lot to do with how well you study and learn. Having a phone, television, stereo or other distraction will take away from your ability to concentrate and may cause you to take longer to complete your assignments. Check the following elements of your study space.

___ It is quiet.
___ There is nothing to take my attention away from my work.
___ There is good light.
___ The temperature is comfortable
___ I have all of the materials that I need before I get started.
___ I have a dictionary, atlas, or other resources needed to complete my work.
___ My desk or table is uncluttered and large enough for my text, notebook and materials.
___ I have an adequate storage space for my materials.
___ I can use this space whenever I need it.
___ I can now plan in what order to complete my assignments.
___ When I finish working on a long term project, I have a safe space to put the unfinished product until I need to work on it again.

Student Work Area

Work Area Key

1. desk with drawers
2. comfortable chair
3. adjustable lamp
4. bookshelf
5. trash can
6. bulletin board
7. clock
8. decorations
Activity Worksheet 2
Plan your time wisely

1. Keep a monthly calendar for all of your appointments, assignments and social events.
2. This will help you to see the big picture in terms of time and your responsibilities to your school work, classmates and family members.
3. It will also help you plan the days and amount of time needed to study for tests, since this should never be a last minute crash course. Planning and studying ahead will build confidence that you know the information and give you ample time to ask questions of the teacher concerning the information that you don't understand.
4. Blocking out time in this way will also help you plan segments of long term assignments that you will most likely have in middle school. This will allow you plenty of time to prepare materials, written work, presentations with other group members, well before the deadline.
5. Keep the more specific information concerning daily assignments in the daily section of your agenda book or planner. There is not enough room in the monthly chart for the details.
6. Be sure to talk with your teachers about assignments that you might miss during fieldtrips, or doctor's appointments. This way your will not fall behind.
7. Follow through........ Don't procrastinate.
Activity Worksheet 3  
Be a Master at Taking Notes

Many times you think you are paying attention until you are asked a question and then you realize that you don't know the answer. If you are actively taking notes on the lecture, reading, or video presentation, you are more likely to stay focused. There are several ways you can organize notes for study and test taking shown below.
1. Open your notebook and lay clean pages out on both sides. On one side of the notebook take notes with list or bulleted format from your reading/home learning.
2. On the facing page, write class notes on discussion or lecture. This keeps all of the information in the same location in your notebook. It will allow easy access when studying for a test or locating information when asked.
3. The diagram to the right might be used in a Language Arts, Science, or Social Studies class.
4. The diagram below demonstrates how to take notes for a science class, reading, lab work, and lecture. See how clear the information is?
5. Graphic organizers on the next page demonstrate how to group facts for easy reference or in columns to contrast and compare different areas you are studying. These techniques can be used in many of your classes.
**Test Taking Tips**

1. Find out the date of the test
2. Find out the kind of test: true or false, multiple choice, etc.
3. Ask if there will be a review session.
4. Ask if questions will be taken from notes or a hook.
5. Ask how long you will have to complete the test.
6. Begin studying ahead of time by rereading chapters and notes.
7. Write down any key information that you missed before.
8. Study with a partner.
9. Listen closely to the teacher's instructions.
10. Read directions carefully. Circle or underline important pans if you are allowed to write on the test.
11. Begin at the easiest section. If you get stuck, skip the question and mark it to come back to it if there is time.
12. Watch your time. Don’t take too long on any one section of the test. Allow time to return to unfinished questions.
13. Double-check your answers and then turn in your test when your teacher requests it.
# Activity Worksheet 4
## Getting Ready for Tests

When is your next test? What material will it cover? What do you review? Use this form to help keep yourself organized. In each section, first write the name of a subject in which you have a test. Then fill in the rest of the information about an upcoming test.

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next test date:</td>
<td>Next test date:</td>
</tr>
<tr>
<td>Test will cover:</td>
<td>Test will cover:</td>
</tr>
<tr>
<td>Materials I need to review:</td>
<td>Materials I need to review:</td>
</tr>
<tr>
<td>textbook pages:</td>
<td>textbook pages:</td>
</tr>
<tr>
<td>class notes:</td>
<td>class notes:</td>
</tr>
<tr>
<td>hand outs:</td>
<td>hand outs:</td>
</tr>
<tr>
<td>related quizzes:</td>
<td>related quizzes:</td>
</tr>
<tr>
<td>I plan to study at these times:</td>
<td>I plan to study at these times:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next test date:</td>
<td>Next test date:</td>
</tr>
<tr>
<td>Test will cover:</td>
<td>Test will cover:</td>
</tr>
<tr>
<td>Materials I need to review:</td>
<td>Materials I need to review:</td>
</tr>
<tr>
<td>textbook pages:</td>
<td>textbook pages:</td>
</tr>
<tr>
<td>class notes:</td>
<td>class notes:</td>
</tr>
<tr>
<td>hand outs:</td>
<td>hand outs:</td>
</tr>
<tr>
<td>related quizzes:</td>
<td>related quizzes:</td>
</tr>
<tr>
<td>I plan to study at these times:</td>
<td>I plan to study at these times:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Title: The Life of a Superhero

Description: Meeting the academic challenges of middle school requires organization, consistency and a lot of effort. It is said that students who are organized and focused are more successful in school. The activities in this lesson will assist the students in understanding the importance of being organized and in control! This lesson emphasizes the importance of good work habits and stress reduction and includes the idea that being organized actually helps to insure there will be time leftover after schoolwork for play and relaxation!

Objectives: The student will be able to:
- Examine and organize their school supplies and backpack to minimize physical stress and maximize achievement
- Select stress reduction mechanisms based on their intelligences and lifestyles
- Analyze their study habits with regard to efficient use of time and resources
- Design plans to maximize study time, improve achievement and efficiency, and maintain emotional stability through stress reduction

Domain(s): Academic Development; Personal/Social Development; Career Development

Student Development Frameworks:

- **Standard AD 3.0**
  Students begin to acquire the knowledge, skills and attitudes that contribute to effective learning
- **Standard PS 1.0**
  Student accepts responsibility for personal behavior
- **Standard CC 1.0**
  Students have awareness of interrelation of life roles and world of work

FCAT Benchmarks:

- **LA.A.1.3.3** Demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening and speaking
- **LA.A.2.3.1** Determines the main idea or essential message in text and identifies relevant details and facts and patterns of organization
- **MA.B.4.3.1** Selects the appropriate unit of measure for a given real world situation
- **MA.A.3.3.1** Estimates solutions to real world problems by estimating weight or mass
- **SC.H.1.3.5** Participate in a variety of activities that develop student’s abilities to identify scientific questions; design and conduct investigations
- **SC.H.1.3.7** Describe examples of how behavior is one kind of response an organism can make to an internal environment

Activities:
1. **The Weight of the World on Your Shoulders** (Approximately 35 minutes of class time)
   (Activity Worksheet 1)
**Purpose:** This activity will assist the students in organizing their backpacks by consolidating materials they feel they must carry with them. Studies have shown that students should not carry a pack that is more than 12% of their body weight. Since this activity will require mathematical calculations, it is best suited for a mathematics class.

**Vocabulary:**
- **Consolidate, Consolidation:** to put items together and take out anything that is repeated or unnecessary

Procedures for this activity are included in the lesson packet. Teachers may want to follow-up this activity by discussing the “required” items and backpack weight issue with their team of teachers to try and reduce the problem.

2. **Chill Out!** (Approximately 30 minutes of class time. Optional methods, as described, could take more time) (Activity Worksheet 2)

This activity will give the students a chance to explore tips for stress reduction. Students often recognize that they feel stressed and overwhelmed, but they don’t have coping mechanisms in place. It is essential they understand that dealing properly with stress will make them more successful and happier in school. Going back to Lesson #3 and the multiple intelligences, students will select a few methods of stress reduction that are appropriate for their intelligences and their lifestyles.

**Vocabulary:**
- **Stressed, Stress:** A feeling that you have more to deal with than you can handle in the time available
- **Overwhelmed:** Stressed to the point of tears or physical discomfort
- **Coping mechanisms:** Different methods to help you deal with a situation that is causing you stress
- **Multiple Intelligences:** (Please see the definitions provided in Lesson #3, Mental Exercises: Thinking About Thinking)

Procedures for this activity are included in the lesson packet.

3. **Flying High & Landing Soft** (Approximately one class period) (Activity Worksheet 3)

This activity will assist the students in recognizing their strengths and weaknesses when it comes to using their study time wisely. The culmination of this activity would be best handled by a writing assignment focused on the study habits that need improvement and a plan to improve them. Teachers should evaluate these assignments based on their own writing standards. This activity should be followed by Activity #4, “Straighten Up & Fly Right”, which can be assigned in class or for home learning. Activities are appropriate for any subject area. The activities should be completed with the same teacher for consistency.

4. **Straighten Up & Fly Right** (Activity Worksheet 4) (As a follow-up to Flying High & Landing Soft, this activity will require about 25 minutes of class time. It can be shortened to about 10 minutes of direct instruction, if the assignment is given for home learning).
Activity # 4 will assist students in fine-tuning their study habits and study time to insure maximum efficiency. Students will draw the conclusion that effective use of study time can maximize the time they have left for themselves. This activity should be completed in the same classroom setting as Activity #3. Procedures for this activity are included in the lesson packet.

Assessment:
Teachers will need to observe the students’ grades and homework habits in order to ascertain whether or not the activities in this lesson were successful. Have students use their school-issued agenda books to keep track of homework assignments each week (or day) as part of the regular classroom procedures. Spot checking agenda books for extra credit or participation grades is an excellent and time-efficient way to ensure continued success with these strategies.

Follow-up/Home Learning Activities:
It is highly recommended that the activities in this lesson and the resulting changes and action taken by the students require parent signatures as part of the process. Since homework and studying are taking place outside of school, this is the one area that parents must be responsible to. Using agenda books as a method of parent communication is extremely efficient and effective for all parties concerned.
Activity Worksheet 1
The Weight Of The World On Your Shoulders

Materials: Students’ backpacks, “step-on” style bathroom scale, calculators (optional), and plastic grocery bags for separated items that will be left at home

Procedures:

1. Explain to the students that carrying too much weight on their backs is unhealthy and unsafe. Involve them by brainstorming all of the risks of carrying too much weight around school all day. Ask them how this can make their day more difficult. Tell them you will be spending time working to solve this problem.

2. Survey the class with the following questions. You may tabulate and record numbers for whole class answers or you may simply have the students raise their hands for a visual perception of the numbers.
   - How many pens and pencils are in your backpack?
   - How many (black and white, bound) composition books?
   - How many folders with papers?
   - What art-type supplies are in your pack?
   - How much plain, lined paper are you carrying?
   - How many of you have novels in your backpacks?
   - How many textbooks are you carrying? How many workbooks?
   - What else are you carrying around in there?

3. Ask for volunteers to weigh themselves and their backpacks. Have the students calculate the ratio of backpack weight to body weight for each of the volunteers. You should include all of the students in this step if time permits.

4. Students should empty their backpacks and separate the items they are required to have with them each day by their teachers and the items they choose to carry each day for other purposes.

5. Guide the students in the process of consolidation of their supplies. For example, if a student has 3 folders of lined paper why not carry only 1 folder and use the paper in that folder for all the classes that require plain paper every day? If the students carry a ruler, ask them why and have them decide if it is something they need every day, or just occasionally. This process will take a while, but the students will get the idea that overloading with supplies is really not helpful to anyone and creates an organizational nightmare.

6. Re-weigh the backpacks and calculate the differences after they are cleaned out. Provide students with plastic grocery bags to take the items they have removed home (to stay!).
Activity Worksheet 2
CHILL OUT!

Materials:  Copy of “Chillin’ Out:  Ways to Relax” for each student (included), journal books or chart paper and markers

Procedures:
1. Divide students into groups based on their multiple intelligence strengths.  Alternately, you can just have the children look back into their notes to remember what their intelligence strengths are, so they can do the activity on their own.
2. Discuss the idea of stress.  Brainstorm different things that students find to be stressful in their lives, especially things connected to school.
3. Brainstorm the different ways students relax, or “chill out”.  Explain that many of these are called coping mechanisms.  Try to assign an area of the multiple intelligences to each offering from the class.
5. Assign the students in each group to make a list on chart paper of the different ways to “chill out” that would be best for students with their strengths.  Alternately, have students select items from the list for themselves.
6. Groups should share their lists with the class.  If necessary, discuss that some activities, or coping mechanisms, are probably appropriate for people with different intelligences.  None of us have only one type of intelligence!
7. To culminate this discussion, you may want to have groups make collages that represent the coping mechanisms for their group.  Alternately, you may have the students write about their personal methods for “Chillin’ Out”.
CHILLIN’ OUT: WAYS TO RELAX

HERE IS A LIST OF COPING MECHANISMS FOR STRESS. SOME MAY BE APPROPRIATE FOR YOU, AND SOME MAY NOT. TAKE TIME TO CONSIDER THE METHODS THAT SEEM TO BE RIGHT FOR YOU. GO CHILL OUT!

Get up 15 minutes earlier
Prepare for the morning the night before
Don't rely on your memory, write it down
Set priorities in your life
Avoid negative people
Use time wisely
Anticipate your needs
Ask for help
Break large tasks into smaller parts
Unclutter your life
SMILE!
Pet a friendly dog or cat
Accept that you don't know all the answers
Look for a silver lining
Say something nice to someone
Fly a kite
Play in the rain
Take a bubble bath
Talk to a friend
Doodle
Believe in yourself
Stop saying negative things to yourself
Visualize yourself winning
Stop waiting for tomorrow to be better
Dance
Say “hello” to a new person
Ask a friend for a hug
Look up at the stars
Practice slow, steady breathing
Learn to whistle
Read or write a poem
Listen to music
Read a story curled up in bed
Try a brand new (fill in the blank)
Stop a bad habit
Pick a flower
Work at being cheerful and optimistic
Don’t go overboard
Learn to say no
Take pride in how you look
Stand up and stretch

Have a plan “B”
Memorize a good joke
Be a better listener
Know your limitations
Tell someone to have a nice day
Throw a paper airplane
Exercise every day
Play patty-cake
Watch a movie and eat popcorn
Call or write an old friend
Go outside and scream loudly to no one
Remember that stress is an attitude
Keep a journal
Remember you always have options
Quit trying to fix other people
Get enough sleep (at least 9 hours)
Talk less and listen more
Strive for excellence, NOT PERFECTION
Plant a tree
Activity Worksheet 3
FLYING HIGH & LANDING SOFT

CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR STUDYING STYLE.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>ALWAYS</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a special place to study</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. My papers are clean and neat</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. I have my schoolwork organized in folders or a notebook</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. I finish my work on time</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. I ask questions when I need help</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. I listen carefully to the teachers’ instructions for homework</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. I always read directions</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. When I study with friends, we work before we play</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. I write all of my homework assignments down in one place</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. I remember to bring my homework to school with me</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. I do the hardest assignments first</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. I do a little work each day on big assignments or projects</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Add your total score. Circle the number below. **ARE YOU FLYING RIGHT?**

36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0

True Superhero! Superhero of the Future! Superhero in Training! Help!
Activity Worksheet 4
STRAIGHTEN UP & FLY RIGHT!

Materials: “Straighten Up and Fly Right” analysis grid for each student (included), action plan template (optional follow-up assignment)

Procedures:
1. Begin class by explaining to the students that they will continue to analyze their study habits in order to maximize their time and insure they will have time for relaxation “after earning all those A’s”.
2. Have students fill out the “Straighten Up and Fly Right” grid according to their habits for study time at home. It is important to explain that there is more than one “right” answer for each block, since each person has their own style of studying and learning, as reflected in their understanding of the multiple intelligences.
3. Teachers will have to assist the students in filling out the grid by asking questions similar to the ones below as they move through the sheet.
   - Does background noise help or interfere with your ability to study?
   - Do I study best with low or bright lighting?
   - Do I prefer studying sitting upright in a chair or lying down on the couch or bed?
   - Do I have a strong interest to learn the material I will have to study?
   - How long can I (honestly) work at an assignment before needing a break or giving up completely?
   - Can I take responsibility for my own studying or do I need someone to help me focus and stay on task? *It is not a problem to need help, but its best to know this so you can ask for someone to check on you!*
   - Is there a regularly scheduled time for me to study (even if it varies by day)?
   - Do I study best alone or with a partner or group?
   - Do I need to eat, drink, snack or be hungry when I study?
   - What time of day is best for me to study?
   - Do I need room to move around while I study?
4. Instruct students to examine their responses and create a plan to improve their study habits. If possible, have them create an action plan and have parents sign on to assist the children in the successful fulfillment of their plan to improve.
5. You may also want the students to keep track of the amount of time they spend studying and doing homework each night for a week or so and compare that to the amount of time they have to play or participate in extracurricular activities. You want them to see that proper use of homework/study time will increase their amount of time to play and make them feel more relaxed both in school and at home.
Activity Worksheet 4
STRAIGHTEN UP & FLY RIGHT!

Write a description of your homework/study habits in each category below. Take time to think about how your responses fit with your intelligences and your learning styles to make you successful (or not so successful) in school. **What should you do differently to STRAIGHTEN UP & FLY RIGHT?**

<table>
<thead>
<tr>
<th>Sound around me</th>
<th>Lighting in my space</th>
<th>A place to work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I interested? Do I care?</td>
<td>My focus ability</td>
<td>Me? Responsible?</td>
</tr>
<tr>
<td>My schedule</td>
<td>Me, myself and? …</td>
<td>My intelligences</td>
</tr>
<tr>
<td>Is that my tummy grumbling?</td>
<td>What time is it?</td>
<td>Wiggle room?</td>
</tr>
</tbody>
</table>
Lesson Title: How Am I Going To…?

Description: Choosing a course of action essentially boils down to a decision-making process. The effectiveness of the decision-making relies heavily on the information available to you at the decision-making point. The more information you have the easier it is to make a decision. Often an inability to choose one path over another is an indication that you do not have sufficient information. Through various types of problem solving models, students can decide the correct course of action.

Objectives: The student will be able to:

- Use a decision making model to make informed decisions
- Develop student understanding that there are resources to assist them in decision-making

Domain(s): Personal/Social Development, Health Education Development:

Student Development Frameworks:

- **Standard HD 4.0**
  Students know how to use goal setting and decision-making skills that enhance health
- **Standard PS 2.1**
  Develop effective problem-solving and decision-making skills

FCAT Benchmarks:

- **LA.A. 2.3.2** Identify the author’s purpose and or point of view in a variety of text and use the information to construct meaning
- **LA.A. 2.3.5** Locate, organize and interpret written information of a variety of purpose, including classroom research, collaborate on decision making, and performing a school or real-world task

Activities:

1. **Use the decision making model (Activity Worksheet 1) to make decisions.** Students can use issues that concern them or find issues that interest them.

2. **Where to Find Help in Making Decisions** (1 class period)

Purpose: To have the students become aware of where they can find assistance.

Vocabulary: Students will create a word list as they investigate various pieces of information

Materials: Activity Worksheets 2 and 3: Where to Find Help in Making Decisions
Procedure(s):
1. Explain to students that we can often find help in making our daily decisions.
2. Give an activity sheet to each student and go over the directions.
3. After completion, compare answers and discuss.
4. Ask students to discuss other possible sources of help in making these decisions.

3. SCAMPER (required time varies)

**Purpose:** Use this problem solving checklist to help you to think of changes that can be made to an existing product to create a new one. You can use these changes either as direct suggestions or as starting points for lateral thinking. Developed by Bob Eberle, the acronym SCAMPER stands for:

- **S** - Substitute components, materials, people
- **C** - Combine mix, combine with other assemblies or services, integrate
- **A** - Adapt alter, change function, use part of another element
- **M** - Modify increase or reduce in scale, change shape, modify attributes (e.g. color)
- **P** - Put to another use
- **E** - Eliminate remove elements, simplify, reduce to core functionality
- **R** - Reverse turns inside out or upside down, also use of Reversal.

**Vocabulary:** Students will create a word list as they investigate various pieces of information.

**Procedure:**
1. Discuss with the students how the SCAMPER method works.
2. Give the students a product that they need to modify (i.e.: a way to clean your room).

**Assessment:** Development of new use or modified product.

4. Creative Problem Solving (time required varies)

**Purpose:** Creative Problem Solving provides a structured, systematic approach for students to deal with problems and/or issues. Problems need to be "real", students must have ownership, they must be able to take action and carry out the solution. The problem needs to be of personal concern. In order to find solutions to problems or challenges a variety of thinking skills to define, address and evaluate possible ideas must be used. Creative, critical and problem-solving skills come into play as students create, explain and model possible problem solutions. Different models exist to help develop these abilities in students. Creative Problem Solving is a specific process for overcoming typical roadblocks and achieving new ideas for problem situations. It uses both creative and critical thinking in harmony. The three components in the CPS process are: Understanding the Challenge, Generating Ideas, Preparing for Action.

**Vocabulary:** Students will create a word list as they investigate various pieces of information.

**Procedure:**

**Level 1:** Getting the Problem Ready
1. Brainstorm idea checklists compare and contrast as direct tools for thinking about the issue at hand.
3. Establish a broad goal and many details.
4. Data-Finding determines the most important data to guide the problem development.
5. Problem-Finding is considering many possible problem statements
6. Construct specific problem statements

**Level 2: Generating Ideas**
1. Idea-Finding produces many varied and unusual ideas
2. Identifying promising possibilities (alternatives or options)

**Level 3: Planning for Action**
1. Solution-Finding is developing criteria for analyzing and refining possibilities.
2. Choosing criteria and applying them to select, strengthen and support possibilities
3. Acceptance-Finding considers possible sources for assistance or resistance of implementation.
4. Formulating a specific plan of Action

**Ideas for Applying CPS**
cafeteria food  
dealing with siblings  
racism  
boredom  
sports  
dress code  
cars  
pets  
hobbies  
dating  
acne  
curfew  
dealing with parents  
inddependence  
divorce  
discipline

5. **Future Problem Solving** (multiple class periods)

**Purpose:** Future Problem Solving is a process, which engages students in another method of problem solving. Founded by creativity pioneer, Dr. E. Paul Torrance, the Future Problem Solving Program (FPSP) stimulates critical and creative thinking skills. It also encourages students to develop a vision for the future. FPSP features curricular and co-curricular competitive, as well as non-competitive, activities. The Future Problem Solving Goals are:

1. Encourage real-life problem-solving experiences.
2. Learn and utilize problem-solving strategies.
3. Develop and improve research techniques.
4. Exercise critical and analytical thought.
5. Improve written and verbal communication skills.
6. Develop creative thinking.
7. Increase awareness of and interest in future possibilities.
8. Develop teamwork skills

**Vocabulary:** Students will create a word list as they investigate various pieces of information

**Procedures:** Within a group decide or have the teacher decide the scenario. The Future Problem Solving web site has examples to use.

**Step 1:** Identifying possible causes and effects or possible challenges
*Now that we understand the statement of the problem, it is time to consider the many problems related to it. Start by brainstorming (on a sheet of paper) as many factors as you can think of that may have caused the situation or may have resulted from it. Choose the ten you think most important.*

**Step 2:** Identify or Select the underlying problem
*Study your list of ten factors and identify the main underlying problem.
*Explain what you want to do about the problem.
*Explain why it should be done.
*Use the headings in your learning journal to guide your answers.*

**Step 3:** Brainstorming potential solutions to the underlying problem
Brainstorm - on a sheet of paper, again - as many solutions as you can. Choose the ten most promising solutions and write each solution so that it indicates:

*Who will undertake what action?*
*How will it be done?*
Why will this solve the problem?

**Step 4:** List three criteria that a very good solution to the problem ought to meet.

**Step 5:** Evaluating all solutions to determine the best one

Using the ten possible solutions from Question 6, identify what you think will be the very best solution to the underlying problem. You might be able to link several ideas from your ten.

**Step 6:** Developing an action plan for the best solution

Outline the stages you will need to follow to implement this solution. Then note the possible consequences of implementing each step. It is best not to identify more than five stages

**Follow-up Activities/Home Learning:** The Child and the Family

**Activity 1 Procedure:**
1. Collect photos and research materials to find out about the lives of children from other countries.
2. Categorize similarities and differences under own set of criteria (e.g. family life, customs, school age, habits, sports).
3. Collate information on to a chart/grid.

**Activity 2 Procedure:**
1. Select a well-known story/fairy tale.
2. Describe the characteristics of the main characters for peers to name/guess.
3. Change one characteristic of the main character.
4. Retell, rewrite or dramatize the story to show the results of this change.

**Activity 3 Procedure:**
1. Find out about the life of a child without a family, either real or fictional.
2. List advantages and disadvantages of not "belonging" to a group/family.

**Assessment:** The extent to which students synthesized information from the story. The extent to which students researched information
Activity Worksheet 1

Decision-Making Model

Adapted from: Rick Roberts, Director, University of North Florida Career Services

STEP ONE: IDENTIFY THE DECISION TO BE MADE

Before you begin gathering information, it is important that you have a clear understanding of what it is you are trying to decide. Some decisions you might be facing could include:

1. What will I choose for a major?
2. Should I have a thematic minor?
3. What do I want to do after graduation?
4. Should I go to grad school?
5. Should I get a job? What kind of job do I want?
6. Should I travel and see the world?
7. Should I move back in with Mom and/or Dad?
8. Should I be a ski bum?
9. Other?

STEP TWO: KNOW YOURSELF (Self-Assessment)

Before you begin exploring paths and trying to identify things that are important to you or which will prove satisfying, you must first develop a true understanding of you--your skills, interests, values, and personality characteristics. Questions you may want to ask yourself are:

Skills
- What can I do best?
- What are my strengths and weaknesses?
- What are my most prominent skills and abilities?
- What skills do I want to use on the job?
- What skills do I need to acquire?

Interests
- What am I interested in doing?
- What activities have I enjoyed the most?
- What kinds of people would I like to work with?
- What kind of job settings would I enjoy?

Values
- What satisfactions do I seek in a career?
- In what ways must I be challenged and rewarded on the job?
- In what type of work environments would I be happy?

Personality
- What personal qualities do I possess that will help me on the job?
- How will my personal style influence my career choice?
- How will I get along with my supervisor? Co-workers?
STEP THREE: BEGIN IDENTIFYING OPTIONS

To continue gathering information and researching possible paths, you will need to start identifying your options. Questions you might ask yourself at this point are:

- At this point in time, what are my options?
- Do I have a strong interest in other types of things?
- What other venues should I be considering?

STEP FOUR: GATHER INFORMATION AND DATA

If you have completed the first three steps you should have a list of options and pathways which you plan to explore and research in more depth. You will now:

- Examine the information and resources you already have
- Identify what additional information and resources you will need
- Seek out and utilize new information

STEP FIVE: EVALUATE OPTIONS THAT WILL SOLVE THE PROBLEM

If you have completed your research, you are now ready to evaluate each of the options you have identified:

- Identify the pros and cons of each alternative.
- Identify the values and needs that are satisfied by each.
- Identify the risks involved with each alternative.
- Project the probable future consequences of selecting each.

STEP SIX: SELECT ONE OF THE OPTIONS

Based on the information you have gathered and analyzed, you should now be able to choose one of the options.

- Do you have enough information to choose one option over another? If not you might need to do more research

STEP SEVEN: DESIGN A COURSE OF ACTION TO IMPLEMENT THE DECISION

Having chosen one of the options, you can now begin developing and implementing a plan of action. Ask yourself:

- What information or resources are needed to complete each step?
- What are the obstacles to implementing my decision and how can I overcome them?
- Identify steps to implement the decision.
- Identify when to begin and end each step.
- Identify the information or resources needed to complete each step.
Activity Worksheet 2

WHERE TO FIND HELP IN MAKING DECISIONS

**DIRECTIONS:** Match the particular decisions to be made with the best place to get help in making them. Put the letter of the source of help before each decision.

<table>
<thead>
<tr>
<th>Decision to be Made</th>
<th>Where to get help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What to order in a restaurant.</td>
<td>a. Price Tag</td>
</tr>
<tr>
<td>2. Whether or not to watch TV.</td>
<td>b. Map</td>
</tr>
<tr>
<td>3. Where to buy a bike.</td>
<td>c. Weather Forecast</td>
</tr>
<tr>
<td>4. Whether or not to buy a pair of socks.</td>
<td>d. Thermometer</td>
</tr>
<tr>
<td>5. When to buy someone a birthday present</td>
<td>e. Newspaper Ads</td>
</tr>
<tr>
<td>6. When to leave for home from your friend's house</td>
<td>f. Last Report Card</td>
</tr>
<tr>
<td>7. Whether or not to plan on going swimming tomorrow.</td>
<td>g. TV Guide</td>
</tr>
<tr>
<td>8. Whether or not to buy a particular record</td>
<td>h. Radio</td>
</tr>
<tr>
<td>9. Which way is shortest from your house to a hospital.</td>
<td>i. Calendar</td>
</tr>
<tr>
<td>10. How to find out whether you are sick.</td>
<td>j. Menu</td>
</tr>
<tr>
<td>11. Whether or not to do your homework.</td>
<td>k. Dock</td>
</tr>
</tbody>
</table>
Activity Worksheet 3

WHERE TO FIND HELP IN MAKING DECISIONS

**DIRECTIONS:** Match the particular decisions to be made with the best place to get help in making them. Put the letter of the source of help before each decision.

<table>
<thead>
<tr>
<th>Decision to be Made</th>
<th>Where to get help</th>
</tr>
</thead>
<tbody>
<tr>
<td>________1. I don't understand an assignment.</td>
<td>a. teacher</td>
</tr>
<tr>
<td>________2. Someone has stolen my lunch money</td>
<td>b. parents</td>
</tr>
<tr>
<td>________3. I have a personal problem.</td>
<td>c. counselor</td>
</tr>
<tr>
<td>________4. I'm late for class.</td>
<td>d. administrator</td>
</tr>
<tr>
<td>________5. My grades are unsatisfactory</td>
<td>e. office personnel</td>
</tr>
<tr>
<td>________6. I'm being bullied.</td>
<td>f. friends</td>
</tr>
<tr>
<td>________7. I want information about courses I'm interested in.</td>
<td>g. occupational specialist</td>
</tr>
<tr>
<td>________8. I don't have the material I need.</td>
<td>h. media specialist</td>
</tr>
<tr>
<td>________9. I want information regarding careers</td>
<td>i. resource officer</td>
</tr>
<tr>
<td>________10. I just need someone to listen.</td>
<td>j. trust counselor</td>
</tr>
</tbody>
</table>
Lesson Title: Work It Out

Description: According to the "Conflict Resolution Education" report, the purposes of conflict resolution are to provide an environment in which "each learner can feel physically and psychologically free from threats and danger and can find opportunities to work and learn with others for the mutual achievement of all. The diversity of the school's population is respected and celebrated."

Objectives: The student will be able to:
- Examine different kinds of hurtful behavior
- Develop strategies for dealing with hurtful behavior
- Work with their peers to create an environment in which students treat each other respectfully

Domain(s): Personal/Social Domain 1

Student Development Frameworks:

- **Standard PS 2.3**
  Understand that everyone has problems in everyday life
- **Standard PS 4.3**
  Understands and respects the feelings and beliefs of others
- **Standard PS 4.5**
  Develop and use effective conflict management skills

FCAT Benchmarks:
- **L.A.A.2.3.1** Determines the main idea and identifies relevant details
- **L.A.A.1.3.1** Organize information before writing

Information:
Four basic approaches to conflict resolution education:

- **Process Curriculum.** This approach is characterized by teaching conflict resolution as a separate course, a distinct curriculum, or a daily lesson plan.
- **Mediation Program.** Selected individuals (adults and/or students) are trained in the principles of conflict resolution and mediation to provide neutral third-party input to assist others in reaching resolution to a conflict.
- **Peaceable Classroom.** This approach integrates conflict resolution education into the curriculum and classroom management strategy.
- **Peaceable Schools.** Built on the peaceable classroom approach, this strategy uses conflict resolution as a system for managing the school as well as the classroom. Every member of the school community, including parents, learns conflict resolution principles and processes.
Activity:
1. **Conflict Resolution** (several class periods)

Purpose: To develop the ability to use negotiation, mediation, and consensus of decision making process as the three essential processes for conflict resolution

Vocabulary:
- **Mediation**: assisting in the development of a solution to a problem, usually a communication problem.
- **Negotiation**: finding solutions through compromise and conversation
- **Consensus**: when all involved parties agree on something

Materials: Index cards, Paper and pencils, Newsprint and markers, Computer with Internet access (optional)

Procedures:
1. Begin by asking students to take an index card and describe one hurtful incident that has happened to them.
2. To make sure students in the class don’t recognize themselves in the descriptions, tell students to try to keep the descriptions as general as possible and not to include anyone’s real name. It would be acceptable to substitute imaginary names.
3. Make sure that students do not put their names on their index cards.
4. Collect the index cards and read through the examples.
5. While there will be much variation in the examples given, the types of behavior that students write about will probably include the following:
   a. Verbal harassment, such as name-calling regarding a physical attribute (size, weight, wearing glasses) or taunting about a particular behavior (doesn’t like sports or the perceived “teacher’s pet”)
   b. Gossip, such as spreading rumors about a person
   c. Exclusion from a desirable party, group, or activity
   d. Unwanted physical contact
6. There may be examples that do not fit into these categories. Set them aside and see if there is a common thread among them.
7. Divide the students into four groups.
8. Have each group focus on one category described.
9. Give each group any cards for its category.
10. Ask students to pick one situation from the examples.
11. Then have each group brainstorm ways to handle that situation.
12. If students need help coming up with ideas, suggest the following strategies:
   a. **Verbal or physical aggression.** Avoid the person or persons who exhibit this behavior.
   b. **Gossip.** Consider confronting the person or persons who started the rumor. Bring an impartial person along to act as a moderator during the discussion. This technique is the basis of peer mediation. For more information about this strategy, students can visit the Web site Peer Mediation.
   c. **Unpleasant behaviors.** Consider forming a committee to confront those engaged in such behaviors. The committee could present guidelines for acceptable ways to behave in school.
   d. **All categories.** Find a trusted adult with whom to discuss these issues. This adult could help students in a variety of ways. He or she could determine whether it is necessary to involve parents, serve as a sounding board to bounce off any hurt
feelings, suggest ways to deal with a problem, or bring in the principal or other authorities to help resolve particularly difficult situations.

e. Another way to deal with hurt feelings due to exclusion is for students to write the person a letter explaining their feelings. Sometimes it is easier to start a dialogue on paper because the individual is not being confronted directly, and both parties can take time to think about their responses without dealing with the other person’s immediate reaction, such as anger or defensiveness, but consideration of the possible consequences of putting something on paper should be brought forth.

13. After students have had a chance to brainstorm strategies, tell them to develop skits dramatizing the hurtful situation and ways to resolve it.
14. Give each group between 15 and 20 minutes to develop a skit.
15. During the next class period, have each group present its skit.
16. After all the groups have presented their skits, make a class list of strategies that students suggested.

Assessment:
Use the following three-point rubric to evaluate students’ skills in brainstorming creative ways to deal with problems and in presenting their ideas in an interesting and dramatic way, as well as their involvement in classroom discussions:

- **Three points:** demonstrated highly creative problem-solving strategies; gave a clear and persuasive presentation to the class; participated actively in developing a class contract.
- **Two points:** demonstrated somewhat creative problem-solving strategies; gave a persuasive presentation to the class; participated moderately in developing a class contract.
- **One point:** demonstrated weak problem-solving strategies; gave an accurate but mildly persuasive presentation to the class; participated minimally in developing a class contract.

Follow-up Activities/Home Learning:
1. Use the class list of coping strategies as the basis for a class contract. Select a few students to write a contract. Make sure it includes the behaviors that students agree not to exhibit, such as name-calling, excluding classmates, and physical aggressions. Then tell students to include the strategies they developed. Ask those students to circulate the contract to the other students in the class and ask for their suggestions. Have the students responsible for writing the contract incorporate all students’ suggestions and circulate a final copy to each student in the class. Ask students to sign the contract, which is a way to indicate their support of its principles. If a conflict does arise, remind students to refer to their contracts for ways to resolve the problem. The contract will remind students of unacceptable behaviors and provide them with agreed-upon ways of dealing with problematic situations.

2. Throughout the school year, have your students keep a record of how many times your class needed to use a strategy to resolve a conflict and which strategy they used. The record can be a written log or a graph. Ask students whether they notice any trends or patterns of when conflicts arise. For example, do they occur most often in the beginning of the school year, right before vacations, or near the end of the year? If students do notice any trends, have them think of what they can do at those times to prevent conflict. For example, in the beginning of the school year, having a “Welcome Back to School” picnic for their homeroom class may provide a way for students to get to know each other and dispel some of the anxiety that students feel about the New Year.
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Lesson Title: The Real Me

Description: Sixth grade students are constantly trying to discover who they are at this stage of their lives. Some days they want to be independent young adults and some days they want to be more like the elementary school children they once were. This is a time for exploring possibilities while trying to remain true to themselves. Sixth graders are well-served by having a strong sense of themselves and where they belong so that the new experience of middle school can be an adventure they are controlling instead of an intimidating, confusing time. The activities in this lesson will arm the students with self-awareness and self-acceptance through exercises in intrapersonal discovery. This lesson includes a large number of activities. Teachers will select activities that fit the needs of their students and their individual styles of instruction.

Objectives: The student will be able to:
- Create a personal product that represents their personal values and demonstrates self-acceptance
- Demonstrate understanding that there are rewards and consequences of personal behaviors and choices
- Examine their own potential for leadership

Domain(s): Academic Development; Personal/Social Development

Student Development Frameworks:

Standard AD 3.4
Recognizes that making mistakes is an important part of the learning process

Standard PS 1.2
Recognizes consequences of personal behavior

Standard PS 4.0
Student develops awareness of career planning process

FCAT Benchmarks:

LA.A.2.3.5 Locate, organize, and interpret written information for a variety of purposes including classroom research, collaborative decision making, and performing a school or real-world task

Vocabulary
- Intrapersonal: inside oneself.
- Self-awareness: an understanding of your own beliefs and values.
- Self-acceptance: feeling good about yourself.
Activities:

1. **It's Important to Me!** (Approximately 10 minutes of direct instruction and 15-20 minutes for completion. The completion of this activity can take place at home, but the introduction must be done in class.) (Activity Worksheet 1).

**Purpose:** Students will participate in a **values clarification** activity in order to begin the process of understanding and accepting themselves. Vocabulary should be introduced before the **clarification** activity begins.

**Vocabulary**
- **Values**: ideas that are important to you.
- **Clarification, clarify**: to make clear or easy to understand.
- **Priority**: the most important or the first on the list.

This activity is adapted from the “Middle School Student Career Development Portfolio Draft Tool Kit” published by the Division of Student Services in Miami-Dade County Public Schools, February 2002. It is appropriate for all of the multiple intelligences and best suited to a **language arts class**.

2. **Four Squares** (Activity Worksheet 2). (Approximately 10 minutes of direct instruction and 25 minutes of completion time, depending on the procedures selected by the teacher. As in activity #1, the completion of this project can be assigned for home learning.)

**Purpose:** This activity moves students forward in the discovery and acceptance of themselves. It is adapted from Leadership Retreats for Middle level and Senior High School Students by Kelly Stevens and Valerie Wright, published by the National Association of Secondary School Principals, Division of Student Activities, Reston, Virginia, 1994. This activity, if illustrations are included in the assignment, is appropriate for students with any of the multiple intelligences. This activity would be most appropriate for a **Language Arts or Social Studies** class setting. Procedures for this activity are included in the attached plan.

**Vocabulary**
- **Illustrate**: to coordinate pictures and words. Illustrations can be hand-drawn, copied, traced, or cut and pasted to a piece of writing.

3. **Masks** (Activity Worksheet 3) (Approximately 10 minutes of direct instruction and 25 minutes of completion time. As in the first two activities, the completion of this activity can be assigned for home learning.)

**Purpose:** This is another activity that moves students forward in the discovery and acceptance of themselves. The creation of the masks will clarify for the students that it is ok to keep part of yourself private and hidden from others as long as the part of yourself that you share is really true. The activity is adapted from Leadership Retreats for Middle level and Senior High School Students by Kelly Stevens and Valerie Wright, published by the National Association of Secondary School Principals, Division of Student Activities, Reston, Virginia, 1994. This activity is appropriate for students who’s strengths are **visual/spatial and linguistic**. This activity would be most appropriate for a **Language Arts or Social Studies** class setting. Procedures for this activity are included in the attached plan.
Vocabulary

- **Values**: ideas that are important to a person
- **Role Model**: a person that someone wants to imitate in some way
- **Persona**: the way other people see you or the way you want other people to see you
- **Symbolize**: to represent something with an object that is similar in some way to the original object or idea

4. **Think on This!** (Activity Worksheet 4) (Approximately 20 minutes of direct instructional time and about 20 minutes of journal writing time)

**Purpose**: This activity forces the students to consider their own behavior when engaged with students who share many different cultures. The activity is adapted from *Leadership Retreats for Middle level and Senior High School Students* by Kelly Stevens and Valerie Wright, published by the National Association of Secondary School Principals, Division of Student Activities, Reston, Virginia, 1994. This activity, if illustrations are included in the assignment, is appropriate for students with any of the multiple intelligences. This activity would be most appropriate for a Language Arts or Social Studies class setting. Procedures for this activity are included in the attached plan.

Vocabulary

- **Reflect**: to think about something in a serious way
- **Focus**: to concentrate on something and block everything else out of your mind
- **Reaction**: a person’s way of behaving in a certain situation
- **Appreciate**: to notice the importance of something
- **Acquaintances**: people who you know, but don't know very well
- **Negative**: describes something that you feel is less than perfect or not very good
- **Advantages**: the good things that can come out of a situation

5. **Who’s In Charge Around Here? A Lesson in Leadership** (Activity Worksheet 5) (Approximately 20 minutes direct instruction and about 15 minutes completion.)

This activity will introduce the students to the qualities of a good leader. The students will be asked to compare their own strengths to the list of leadership qualities they have generated, so that they can identify areas on which they must improve.

This activity moves students forward in the discovery and acceptance of themselves. It is adapted from *Leadership Retreats for Middle level and Senior High School Students* by Kelly Stevens and Valerie Wright, published by the National Association of Secondary School Principals, Division of Student Activities, Reston, Virginia, 1994. This activity is appropriate for students with any of the multiple intelligences. This activity would be most appropriate for a Social Studies or Language Arts class.

Procedures for this activity are included in the attached plan.

**Vocabulary** for this activity will be generated by the list of leadership qualities the students offer during brainstorming and will vary by classroom.
**Assessment:** Informal methods of assessment are most appropriate for the activities in this lesson since the majority of the work done by the students is private and reflective in nature. Teachers should note the students’ level of participation and willingness to share what they have learned about themselves. Assessments of writing assignments could be made using a writing rubric designed by the teacher for the individual class setting.

**Follow-up/Home Learning Activities:**
Ask students to prepare an essay or short story about a time they made a mistake and learned a valuable lesson from the experience.
Activity Worksheet 1

IT’S IMPORTANT TO ME!

On this page, you have a list of values that some people share in life. The purpose of this activity is to help you clarify what your personal values are. Your job is to arrange the values in their order of importance to YOU. You will not be forced to share your responses with anyone. You may add or remove ideas from the list, as you desire.

Number the items below with #1 being the value you feel is most important and #14 being the value that is least important compared to the others. This means that you can feel all of these things are important, but you are ranking them in priority order according to your own personal values.

_______ Beauty in Life (satisfaction from closeness to nature and/or the arts)
_______ Comfortable Life (nice house, enough money to cover all expenses)
_______ Earth (a healthy planet, freedom from pollution and its consequences)
_______ Equality (brotherhood, equal opportunity for all people everywhere)
_______ Excitement (active lifestyle, fun vacations)
_______ Freedom (independence, free choice)
_______ Happiness (feeling good about your life)
_______ Love and Family (marriage and/or family, togetherness and caring)
_______ Self-Respect (self-acceptance, inner peace)
_______ Sense of Accomplishment (pride in your work and your achievements)
_______ Social Recognition (the respect and admiration of others)
_______ True Friendship
_______ Wisdom and Maturity
_______ World Peace
_______ Other: __________________________________________
Activity Worksheet 2

FOUR SQUARES

Materials: Blank paper for each student, an assortment of pens, pencils, crayons and markers (depending on the presentation style selected by the teacher, more art-type supplies may be needed—magazines, scissors, glue sticks…)

Procedures:

- Give students one blank sheet of paper each and ask them to divide the paper into four equal sections.
- In one section, the students should write about and/or illustrate three things they do well.
- In one section, the students should write about and/or illustrate what they believe to be their greatest accomplishment so far in life.
- In one section, the students should write about and/or illustrate one thing they feel they need to work on in their lives.
- In one section, the students should list and illustrate three to five words that other people use to describe them. They should be prepared to declare whether or not they agree with these descriptions of themselves and why.
- Students can share these products in pairs, small groups, class groups or in a display. A reminder to the students about respectful treatment of others’ ideas and feelings is recommended before this sharing begins.
- Extension activities could include an essay, song or poem covering the detailed ideas in the Four Squares. Be sure to insist on proper grammar, punctuation and especially spelling!
Activity Worksheet 3

MASKS

Materials: outline of mask for each student (with or without the nose piece), scissors, various pens, crayons and markers, magazines, glue sticks.

Procedures:

- Initiate a discussion with the students about the different way celebrities must behave in public compared to the way they act in their private lives. Allow the students to draw the conclusion that all people have the right to keep part of themselves private, away from the eyes of the world around them. They should also conclude that the most successful public personalities are true to themselves and their values when the eyes of the world are watching, which is why they become role models to the rest of us (examples should be offered from the class).
- Tell the students that all of us have a public and a private side. They will now take time to examine their own public and private personas.
- Provide each student with an outline of the mask (attached) and tell them to decorate it on the outside with pictures and words that symbolize, or represent, their public personality. They will decorate the back side of the mask to symbolize their private personalities.
- Share the front, or public, side of the masks with partners or groups. It would be fun for the students to play a guessing game to figure out which mask belongs to which classmate. A classroom display would serve as a reminder to students to always be true to themselves.
- It is not necessary for the students to share the private side of their masks, but you may have volunteers who wish to do so.
Activity Worksheet 4

THINK ABOUT IT!

Materials: tape recorder or CD player, relaxation music, journal writing materials, pens or pencils, a copy of the script for teachers (included).

Procedures:
- Discuss vocabulary in the appropriate manner for your class.
- Tell students they will be taking some private time to think about their behavior in group situations.
- Ask the students to put their heads down on their desks.
- Turn out the lights and begin directing the students in deep breathing exercises to get them to silence themselves and relax. Use soft quiet tones of voice to encourage relaxation, speak slowly and leave plenty of silent time between each situation for them to reflect. During this time, remind them that the activity is serious and that they are expected to remain silent the entire time the lights are out.
- Once you feel the students are relaxed and focused on your voice, you will begin asking them to silently reflect upon their own behaviors in each of the situations you are going to describe to them. Tell them there will be time to write, draw and talk about their thoughts once the lights come back on and the activity continues.

SCRIPT FOR TEACHERS: (vocabulary words are italicized)

1. Go back in your memories to the first time you can remember meeting someone who is different from you.
2. What was your reaction? What feelings were brought up as a result of this meeting?
3. Were there any questions you asked or wanted to ask about the person you met?
4. Think about the group of friends you have today.
5. Are there people who are different from you in any way? How are they different?
6. What have you learned, if anything, from the friends you have that are different from you?
7. Do you appreciate or dislike the differences among your friends and your classmates? List these like and dislikes in your mind.
8. Why do you dislike these things about your friends and acquaintances?
9. When many people are around, do you and your friends make jokes at the expense of others? Think about the jokes and comments you have made.
10. Reflect on the way these comments make you and your friends feel.
11. Reflect on how your comments and jokes may make others feel.
12. If you have ever had someone make negative comments about you, how did you feel?
13. Why is it good to have people from different backgrounds in your group of friends and in your class? What are the advantages?
• At this point, after a few more moments of silence, ask the students to silently raise their heads and take out their journaling materials. Remind them to not talk while the lights are off.
• Allow students about 20 minutes to reflect on this experience in writing and pictures. They should be told to write/draw anything that this exercise made them think about or feel. ASSURE THEM OF THEIR PRIVACY!
• Ask for students to share their reflections, but don’t push anyone into revealing something that could be embarrassing to them.
• Take a moment to share some of your experiences, if the students seem reluctant to share theirs.
• Extension activities could include role-playing, script writing or comic strip drawing. Students could be asked to provide examples of the situations they reflected upon from books, movies or television shows they are familiar with.
Activity Worksheet 5

WHO’S IN CHARGE AROUND HERE? A LESSON IN LEADERSHIP

Materials: Overhead projector, screen or blank wall and overhead pen OR chart paper and markers OR chalkboard and chalk OR dry erase board and marker, lined paper or journal book and pen or pencil for each student

Procedures:
- Begin by asking students to name people who they believe to be leaders. Remind them that many people can play leadership roles, not just politicians.
- Have the class brainstorm personality traits and qualities of leadership. Write this list in a vertical column on the overhead, chart paper or board.
- Discuss each trait/quality as it is added to the list to be certain the students understand its meaning. Ask them to name people they know or know of who exemplify these traits/qualities.
- Once you feel the list is complete (about 20 items is enough), ask the students to take out their journals or paper and copy the list exactly as you have written it.
- Tell the students to reflect on the list of traits and qualities of a leader.
- Instruct them to label each item on the list in the following manner according to their own understanding of their personalities and actions:
  - Labels:
    - A: A quality I feel I have
    - B: A quality I would like to have or need to have
    - C: A quality I don't think is necessary for me to have
- Have the students discuss or write about any qualities they feel are unnecessary in order to clarify their own definition of leadership.
- Extension activities could include essays or research reports about leaders in their world, or the preparation of an action plan (see lesson #3) to help them develop their own potential for leadership.
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Lesson Title: Me, Myself, and Others

Description: This lesson explores the “me” of the student who is making the transition to middle school as well as how he or she may relate to groups of students in positive and meaningful ways. The social process in middle school may be slightly different than in elementary school, with the responsibility of the student to work in study groups, project groups, and generally fill a more individually responsible role in becoming successful participants.

Objectives: The student will be able to:
- Examine their strengths and weaknesses
- Get a better understand the power of peer relationships as they impact school success
- Explore their own family history to gain an understanding of how they fit in to their school community
- Gain a more global perspective in the study of people from other cultures
- Gain respect and have tolerance for cultural, ethnic, and human diversity

Domain(s) Personal Social 1 and 4, Educational Development 3, Cultural Development 1

Student Development Frameworks:

Standard PS 1.4
Identifying situations in which peer pressure might affect adherence to or violation of acceptable norms

Standard PS 4.2
Understand and have respect and tolerance for cultural, ethnic and human diversity

Standard CC 1.5
Discover ways in which work, family, leisure, and spiritual life are integrated

FCAT Benchmarks:

LA.A.7.3.5 Locate, organize and interpret written information for a variety of purposes, including research, collaborative decision-making, and performing a school and/or real-world task

MA.B.3.3.1 Solve real-world and mathematical problems involving estimates of measurements including money

Activities:
1. The Man in the Mirror - a Bio-poem (Introduction and work time for this activity will average one class period.)

Purpose: Most students realize that a great change is taking place as they start middle school. They will be meeting new students, new teachers, and new responsibilities. The purpose of this activity is to examine the “who am I” part of this new puzzle. By brainstorming positive attributes
of their personalities and talents, students will start out on a positive footing at the beginning of the year.

**Materials:** Paper, pencil or pen, and colored pencils or photographs if the student wishes to embellish their poem. (Activity Worksheet 1)

**Vocabulary:** words are highlighted within the activity

**Procedure(s):**
1. Teachers will ask students to make a brainstorming list of 5 adjectives that describe themselves.
2. Students will make a second list of 5 things that make them happy.
3. Distribute handout (diagram A) to students.
4. Explain that students will be creating a poem reflecting themselves as individuals. (How they see themselves)
5. Using the format given on the handout, students are to create a poem similar to the one shown as a sample.
6. As a home learning extension, students may wish to illustrate their poem or include photographs to enhance their poem.

**Assessment:** Students will share their poems in class the next day. Teachers may wish to hang some of the poems on the bulletin board so that students can get to know each other better.

2. **Planting my Ancestor “tree”** (This activity will take one class period to explain and start the initial tree diagram. It is suggested that the teacher allow at least 3 days for students to discuss needed information with their parents that is necessary in completing the activity.)

**Purpose:** This activity will enable students to explore the foundation in family that they bring to the classroom. This will build a better understanding of self as well as give insight to the backgrounds of others that they will be working with throughout the year. Students will need to discuss the members of their family lineage and their nationality or country of origin in order to complete this assignment. This is a terrific activity that will bring families closer together as they research their history.

**Materials:** White paper, pencil, colored pencils, glue and scissors, Ancestor “tree” diagram A. (Activity worksheets 2 and 3)

**Procedure(s):**
1. Teacher will question students as to where their families came from before arriving in the United States. Some children will have a good idea of who their ancestors are or were and others will not be sure and need to ask their parents for more information.
2. Students who are artistic and very creative may wish to create a tree that represents the country of their origin or a theme from their family tradition; otherwise, the students may use the tree on the handout.
3. Students should also explore cultural traditions and any customs or festivities that are celebrated by their families and include them either in the branches or as additional items at the base of the tree.
4. Students should add color to original tree shapes and be sure that the written parts are clear and legible.
5. On the specified due date, students should share their trees with the rest of the class to increase awareness of the different background and origins of their fellow classmates.

**Assessment:** Ancestor “trees” should be judged on the depth of information and the effort the student has made to complete the assignment. Students with alternate family structures, single family homes, or combined family structures should include information that they are comfortable sharing. Individual cases may exist where the teacher and student need to discuss the direction and information to be included.

3. **Show Me the Money...** (One period in the media center or computer lab should provide enough research time. One other class period may be utilized for group presentation concerning the conclusions that were reached and follow-up discussion.)

**Purpose:** This activity may be best developed through Social Studies classes but need not be limited to this class. All cultures around the world put their “best foot forward” when it comes to the design of their currency. Students will have an opportunity to use the computer to research bills from a variety of cultures around the world to analyze and draw conclusions concerning the characteristics of the people of that country. The information need not be completely accurate since the students are using the bills to draw conclusions which must be defended when they report back to the class at large. This activity presents a fascinating journey through the international currency market.

**Materials:** Students will need use of a computer with internet access and ideally a color printer, at least for the teachers use. Students will need notebook paper or composition notebook to take notes concerning the bills they investigate. (Activity Worksheet 4)

**Procedure(s):**
1. Make arrangements with Media Specialist or Computer technician for students to use computers.
2. Have students log on to the World Currency Museum at [http://www.banknotes.com/images.htm](http://www.banknotes.com/images.htm). Instruct them to investigate bills from several countries, from a variety of continents. (Though most media center printers are black and white, teachers may select a group of bills to print in color for discussion purposes) Samples of banknotes are included.
3. Students may also create a power point presentation if technology allows and time permits. This might take a little longer but would be fascinating to use for their group presentation.
4. Students should work in groups of 4-5 so that they can share information and points of view in working up their presentation.

**Assessment:** Student groups will orally present the information they derived from examining bills from foreign countries. Conclusions either individually or from the group should cite evidence that led to their conclusions. Students will use effective communication skills and provide a sensitive attitude in their presentation.

**Follow-up Activities/Home Learning:** Studying and comparing the worth and buying power of each currency with their trading partners or on the global market.
4. **Take a Walk in Another Man’s Shoes**

**Purpose:** Many people think that they understand others but that is rarely the case. It is not until you have “walked a mile in another man’s shoes” that you truly understand what their life was or is like. Students will take this opportunity to write about what they think life would be like if they were magically dropped off in another country. This activity is especially appropriate for geography and language arts classes.

**Materials:** Paper, pencil or pen and a good imagination. Research books on a variety of cultures may help students visualize their experience.

**Procedure:**
1. Instruct students to close their eyes and imagine a place in the world that they would like to visit. They need to visualize the environment and how the people might live there.
2. Students should brainstorm or cluster ideas about that area of the world.
3. Students may wish to research information concerning that area of the world so that they are a bit more knowledgeable.
4. The writing should be in the first person singular form. It is their journey. They should be as descriptive as possible concerning their experience.
5. Students need to use correct spelling and grammar. Paper needs to have a magical beginning as to how they get to their location, explanations of their various experiences, and a conclusion. They may or may not return home.

**Assessment:** Students should complete all sections of the assignment and produce a cohesive piece of writing. Essays may be shared with the class at the teacher’s discretion. The length of the paper should be approximately 1-1½ pgs.
Activity Worksheet 1

Bio - Poem

Use this form to create a poem about yourself. You may give more details or fewer than is called for. The details may be one word or may be short phrases. Try several words before you decide which to use. You may use a dictionary or thesaurus to help you find more interesting word choices, but be sure to choose words you are familiar with so that your poem makes sense for you.

Line 1..........First name
Line 2.........Four words that tell about you
Line 3.........Son or daughter of..
Line 4.........Lover of...........(3 People and/or ideas)
Line 5.........Who feels........(3 feelings and when you feel them)
Line 6.........Who needs .......(3 items)
Line 7.........Who gives........(3 items)
Line 8.........Who fears .......(3 items)
Line 9.........Who would like to see.......(3 people and/or events)
Line 10.......Resident of (your city or area); (your street name)
Line 11.......Last name

This is an example of a poem written by a 7th grade boy from Valencia County.

Steve
Honest, cheerful, athletic, easy-going
Brother of Tammy, Bill and Laurie,
Lover of football, camping, and, my dog,
Who feels afraid on roller coasters, happy when I make some money, and proud when my team wins a game,
Who needs help with fractions, time by myself, and a job for the summer.
Who gives help to my friends, my dog a bath, and a card to my grandmother on her birthday,
Who fears death, failing math, and being teased,
Who would like to see a cure for cancer, teachers smile more, and my girl friend every night,
Resident of Ormond Beach; Valencia
Smith

The poem may be typed and/or illustrated with pictures or photos if desired to make an attractive presentation.
Diagram A

- Family traditions or customs at different times of year
- Sibling's names & place of birth
- Father's name & nationality
- Mother's name & nationality
- Grandparents on Father's side & nationality or country of origin
- Grandparents on Mother's side
Activity Worksheet 3

Colombia 5000 Pesos Oro 1993
Item Code: CO-436A
Rafael Nuñez; Statue of Miguel Antonio Caro.

Colombia 10000 Pesos Oro 1994
Item Code: CO-437A
Early sailing ships; Mujer Embera; native gold statue; native birds; antique world map; Santa Maria sailing ship.

Chad 500 Francs 1997
Item Code: TD-601P
Map of Central African States; shepherd; zebus; Kota mask; antelopes; baobab.
Germany 200 Deutsche Mark 1996
Item Code: DE-47
Medical scientist Paul Ehrlich, microscope, kinegram.

Saudi Arabia 20 Riyals 2000
Item Code: SA-27
Obverse: King Abdul Aziz; Quba Mosque - First Islamic mosque - Masjid Al-Quba; Reverse: Mountain of Light - Jabal Al-Noor
Lesson Title: Taking a Stand

Description: Nothing is more important to a sixth grader than fitting in and making new friends. It is at this stage of development that children begin to explore where they fit in to the big picture of life and impending adulthood. Peer pressure and bullying are real threats to the healthy and successful fulfillment of this task. In this lesson students will be asked to examine appropriate behaviors and to exercise their own strengths in using new tools to combat these two potentially destructive forces.

Objectives: The student will be able to:

- Differentiate between acceptable and hurtful behaviors in a social group setting
- Adopt tools and attitudes to help deal with peer pressure and/or bullying
- Apply knowledge of personal strengths and values to situations in which peer pressure and/or bullying are factors
- Become acquainted with the process of active listening and its application to strong interpersonal relationships

Domain(s): Career Development (SCANS-goal #3), Academic Development; Social, Development

Student Development Frameworks:

Standard AD 3.0
Student acquire the knowledge, skills and attitudes that contribute to effective learning

Standard PS 1.0
Student accepts responsibility for personal behavior

Standard PS 3.6
Identify and appreciate personal interests, abilities and skills

Standard PS 4.3
Understand and respect the feelings and beliefs of others

FCAT Benchmarks:

LA.A.1.3.3 Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening and speaking

Activities:

1. Are You Joking: (Approximately 40 minutes of direct instruction) (Activity Worksheet 1)

Purpose: This activity will assist students in differentiating between friendly joking around and threatening bullying behaviors. This is best conducted as a full class activity. This activity can be conducted in any non-threatening classroom setting, regardless of the subject area, although a Language Arts class would be best suited because of the story writing component. This
activity is adapted from Bullyproof, a book written by Lisa Sjostrom and Nan Stein and published as a joint venture by The Wellesley College Center for Research on Women and the NEA Professional Library, copyright 1996.

Procedures for this activity are included in the lesson packet.

Vocabulary
- **Joking**: saying something funny that is not hurtful to anyone
- **Teasing**: saying something that is hurtful to someone, even if it is funny to others
- **Bullying**: using words and actions that are threatening and hurtful to someone
- **Target**: the person who is being teased or bullied
- **Words**: what a person says
- **Gestures**: communicating with small movements (like waving or pointing) and facial expressions
- **Physical**: actions that involve the whole body (punching, kicking, dancing)
- **Assault**: words and gestures that make a person feel as if they are being threatened or are in some kind of danger

2. **On the Lookout!** (Approximately ten minutes of direct instruction. The completion of this activity should be assigned as an independent project due 2-3 days after the initial assignment. Follow-up discussions will last from 20-40 minutes more once the “research” is finished.) (Activity Worksheet 2)

Purpose: This activity is adapted from Bullyproof, a book written by Lisa Sjostrom and Nan Stein and published as a joint venture by The Wellesley College Center for Research on Women and the NEA Professional Library, copyright 1996. This activity would be appropriate for a science class, because of the “research” format used. Any content area teacher could cover this activity.

Procedures for this activity are included in the lesson packet.

Vocabulary:
- **Field Research**: gathering details and facts about something by going out of the laboratory (classroom) to get the information first hand. This is not textbook, encyclopedia or Internet research!
- **Observe**: to watch and pay attention to something without becoming involved in any way. To notice details that others might miss
- **Setting**: where and when an incident takes place
- **Anonymous**: without a name or any direct identification

3. **Can You Hear Me Now?** (Approximately 35-45 minutes class time)

Purpose: This activity is designed to introduce the skill of **Active Listening** to the students as a way to communicate better with others of all ages. This activity would be appropriate for any classroom setting. (Activity Worksheet 3)

Vocabulary:
- **Active Listening**: listening to other people in a way that lets them know they have your full attention.
- **Hearing**: the words are heard, but they are either ignored or not understood
• **Listening:** the words are heard and understood
• **Verbal:** messages that are spoken
• **Non-verbal:** messages that are expressed with gestures and facial expressions
• **Communication:** the exchange of ideas and information

  Procedures for this activity are included in the lesson packet.

**Assessment:**

*Web of Courage* (attached). Discuss the various options the students identify and the plausibility of each. Have students rank their ideas from the most to least “usable” in your school setting. Review with the students the names/locations of people in the school who are there to help when uncomfortable situations arise. (Activity Worksheet 4)

**Follow-up/Home Learning Activities:**
Revisiting the discussion about bullying and teasing throughout the year is recommended. Counselors, administrators, security monitors, teachers and parents should be very sensitive to this behavior and supportive of students who are targeted or who feel the need to speak out in another’s defense. Workshops for students and parents about teasing and bullying are also recommended. Several novels are available for young adults that help students deal with the ups and downs of middle school social life (some appear on the Sunshine State Readers list!).
Activity Worksheet 1

ARE YOU JOKING?

Materials:  chalkboard and chalk OR dry-erase board and markers OR chart paper (large) and markers

Procedures:
- Explain to the students that you will be discussing teasing and bullying in their school. Introduce the students to the vocabulary words in an appropriate method for your class
- Divide your board horizontally into 3 sections: Words, Gestures, Physical. Alternately, you may display 3 large pieces of chart paper with one category on each
- Divide each section/chart paper into 4 columns: Joking, Teasing, Bullying, Assault
- Have students volunteer examples for each column in each of the three categories (words, gestures, physical). THIS WILL WORK BEST IF YOU ATTEMPT TO DISCUSS ONLY ONE CATEGORY AT A TIME
- There will be many who desire to be heard. Be sure to remind students of the “rules” for successful brainstorming sessions. Remind them that if they are giving examples, they are strictly forbidden from mentioning names of classmates or schoolmates. It may be helpful to establish a time limit for dealing with each category
- If students disagree on the placement of an example, you may decide or you may create a 5th column for each category: It Depends. If an example applies to more than one column, draw arrows to show that is the case
- Discuss the most hurtful behaviors with the students and ask them to think about whether or not they have ever been involved in a situation that was uncomfortable for them or for someone else
- You may want them to write in a journal about their experience, or you may have some who choose to share. Again, remind the students to avoid using names that may embarrass someone or get someone in trouble
- Assign students to write a story or draw a comic strip that tells a story about a time when joking around went too far and ended up in teasing and/or bullying. Remind them again, that they are not to use the names of any of their classmates in their story or comic strip. Students should be given a few days to prepare a final draft of their product
- Sharing stories and comics in groups or as a whole class is recommended with the reminder to the teacher that these projects may start discussions that need to be seen through, no matter the time constraints of the class!
Activity Worksheet 2

ON THE LOOKOUT!

Materials: One copy of the “On the Lookout” field research form for each student, one copy of the school map for each student (can be copied on the back of the research form), case study/dilemma for reading aloud, at teachers’ discretion

Procedures:
- Introduce students to the vocabulary for the lesson. Explain to them that they will be conducting field research about bullying in your school.
- Discuss the importance of allowing the people involved in their observations to remain anonymous. Tell them you expect them to use phrases like “tall 7th grade boy,” or “6th grade girl” instead of names. This is to prevent getting anyone in trouble or embarrassing anyone!
- Explain and give examples of the depth of detail you want them to include in their written observation. If necessary, conduct a “trial-run” observation in class before giving them the “On the Lookout” field research form. Ask students to role play a situation for the mock observation or read a case study/dilemma to them and let them write an imaginary observation from what you read. (A dilemma for the class to hear is attached to the end of this activity.)
- Hand out the field research form and discuss to assure that the students are clear on your expectations about the form and their behavior while conducting the observation.
- Remind students that you do not want them getting involved in any situation they think could be dangerous to them. They are observers, not participants!
- Set a due date for the observations.
- On the day the field research is due, have a discussion in class about the findings. Address the following questions in your discussion. Alternately, you may have the students answer the questions in writing as a follow-up activity or assignment.
  - What, if anything, did you see that made you uncomfortable or angry?
  - Are there any areas of the school that seem to be “reserved” for bullies and bullying activity? Where? Is it a busy area or is it isolated?
  - How do you know when words and actions cross the line from teasing into bullying? How can you tell?
  - How do the targets of teasing and bullying react?
  - Who is most likely to get bullied or teased?
  - What kinds of things do kids pick on the most?
Taking A Stand

- Does popularity have anything to do with teasing and bullying?
- Did you feel that you should have or wanted to become involved in any situation you observed?
- What would you have said or done?
- To whom would you have gone for help?

Extension activities:
- Ask students to write a letter to an administrator about the teasing and bullying in the school. (This is a good opportunity to review business letter format with the students.)
- Ask the administrator to come to a Q&A session or to respond to the students by writing them back.
- Create action plans for curbing the bullying in your school.
ON THE LOOKOUT!

For the next few days, you will be conducting **field research** to gather information about teasing and bullying in our school. Remember to pay attention to details (like what was said and where the incident occurred) and to record everything on this form. Your **observations** will be used to draw conclusions about bullying and teasing among our students.

1. **DAY/DATE OF INCIDENT:** _______________________
   **TIME OF DAY (CLASS PER. #, BEFORE OR AFTER CLASS/SCHOOL):** _______________________
   **LOCATION:** __________________________________________
   **OBSERVATIONS: (include dialogue, descriptions of people, actions, etc...)**
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. **DAY/DATE OF INCIDENT:** _______________________
   **TIME OF DAY (CLASS PER. #, BEFORE OR AFTER CLASS/SCHOOL):** _______________________
   **LOCATION:** __________________________________________
   **OBSERVATIONS: (include dialogue, descriptions of people, actions, etc...)**
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

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ON THE LOOKOUT!

CASE STUDY/ DILEMMA:

Lisa was in 6th grade. Her two best friends were Wendy and Erin. Erin was the most popular girl in the class and all the girls saw her as the leader. One morning Lisa arrived at school and Erin was acting weird. When Lisa said hi to her, she didn’t respond. She just looked away and smiled at a group of girls in the corner of the classroom.

It didn’t take long for Lisa to figure out that Erin had turned most of the girls against her. But, she didn’t know why! She went to Wendy and asked her why Erin was mad at her. Wendy acted nervous and said that all she knew was that Erin told her that if she hung out with Lisa, none of the rest of the girls would talk to her anymore.

The rest of that day lasted forever. Whenever the teacher’s back was to the class, Erin or another girl would throw pieces of paper toward Lisa or whisper to each other and look in her direction. Lisa thought Wendy would help her but Wendy just pretended nothing was happening.

That night Lisa talked to her parents and they told her to wait and see if tomorrow was better. If not, they said, perhaps they could help Lisa talk to Erin and work through the problem. She knew that sometimes the class would pick on someone, but she never thought her friends would turn against her and do the same thing to her. She felt like she didn’t have any friends and nobody liked her.

The next day was even worse. No one wanted to hang out with her and she had to sit by herself at lunch. At the end of lunch she went into the girls’ bathroom. While she was there, a girl from her class came in and said that Erin had sent her in and that Lisa had to take off her shoes and send them back to Erin or no one would talk to her tomorrow. Lisa just wanted to go home. She didn’t want to cry but she was confused and hurt and scared. She gave the girl her shoes.

Now she was late for class. She walked in quietly with her head down. Before she could get to her chair, the teacher asked her why she was late and where her shoes were.

Here was her dilemma. What should she do now? Everyone was watching her. If she told the teacher about Erin and the girls ganging up on her she would look like a snitch, and who knows what the kids would do to her after that. But, if she didn’t say anything or lied to the teacher, she would get into trouble.
Activity Worksheet 3
CAN YOU HEAR ME NOW?

Don’t you HATE it when your teachers or parents ask you if you’re listening? Then again, ARE YOU REALLY LISTENING, OR NOT?

Take this short survey to determine if you are an active listener, or if you are just hearing what other people say to you...

Give yourself points for each statement below as follows:
1 point—This statement is rarely true for me.
2 points—This statement is sometimes true for me.
3 points—This statement is most always true for me.

_______ I like to listen to others.
_______ I encourage others to talk by being friendly and polite.
_______ I listen even if I don't know the other person well.
_______ I look at the other person and try to make some eye contact.
_______ I can resist distractions like noises and movements in the background.
_______ I smile and nod at the right time to show I am listening carefully.
_______ I let the other person finish what they are saying and don’t interrupt.
_______ I ask questions when I am confused or want to know more information.
_______ I can put what the other person says into my own words without changing the meaning or adding my opinion and ideas.
_______ I try to listen to everything the other person says, not just the part I’m most interested in.

_______ TOTAL POINTS

RATE YOURSELF:
0-10 points: You are hearing, NOT listening! Let’s get to work!
11-20 points: You are listening part of the time, but there is room for improvement.
21-30 points: You are an active listener! Good for you!
CAN YOU HEAR ME NOW?

Materials: active listening survey and information sheet (back-to-back) for each student

Procedures:
- Begin by playing a listening game with the students for a few minutes. It can be a name game, a “telephone” game, or any game in which the children must remember something silly or insignificant another person says
- (After the laughter dies down…) Distribute the “Can You Hear Me Now?” survey sheet and give the students a few minutes to complete it
- Go over the vocabulary for this activity in the manner you feel is appropriate for your students. Some of the words will be fun to role-play together for extra clarification. You can play “What does this face/gesture/word mean?”
- Give the children a chance to discuss and ask questions about their survey results. You may want them to share situations when they know they display the different levels of listening. Help them to accept the fact that they may not be perfect, active listeners all of the time
- Read aloud the “How to Actively Listen” information together
- Role-play and discuss each tip for active listening. Be sure to emphasize the importance of good listening in creating successful interpersonal relationships as well as accomplishing as much as possible in their academic lives
- Extension activity: Practice the mirroring technique of active listening by repeating the game you began the lesson with. This is also very good practice for paraphrasing, and can be done in writing, too
CAN YOU HEAR ME NOW?

TIPS FOR ACTIVE LISTENING

- Stop what you are doing to **look** at a person who is speaking to you
- **Listen**, not only to the words, but the meaning and the emotion of what is being said
- **Pay attention** to the **non-verbal** communication in the person’s message. Volume, gestures, body language, etc. can reveal a lot about a person’s meaning and emotions while they speak
- **Be sincere** in your efforts to pay attention completely. This can be the hardest thing to do, because you will not always be interested in the message of the speaker. You must practice and try your best to always be polite. *You may even change your mind and become interested after a minute or so*
- “**Mirror**” or restate what the other person is saying. This will prove to them you are really listening to both their **verbal** and **non-verbal** messages. *This is also called “paraphrasing”*
- **Ask questions** every once in a while *(but DON’T INTERRUPT)*. Questions show you are listening and that you want to understand
- **Be aware of your own non-verbal messages.** Rolling your eyes, tapping your fingers on a table, crossing your arms and looking around send messages to the other person that you are not really involved in the communication. Sit (or stand) still and make some eye contact. Nod your head to show you understand

*If you think about it, isn’t this how you would like people to listen when you talk?*

Now can you hear me? 😊
Activity Worksheet 4

WEB OF COURAGE

Make a web naming gestures and/or words that show courage in a bullying or teasing situation where you would be uncomfortable. Imagine yourself as the target or as a bystander. Be prepared to discuss and/or demonstrate your ideas in class tomorrow!

Taking A Stand
Lesson Title: Mirror, Mirror on the Wall

Introduction: This lesson deals with health literacy in which the student comprehends concepts related to health promotion and disease prevention. Students will be aware of health-enhancing behaviors and how to reduce health risks. The students will know how to access valid health information and health-promoting products and services. Students will learn to advocate and promote healthy living for personal, family, and community.

Objectives: The student will be able to:
- Analyze the factors that influence nutrition and wellness practices across the life span
- Examine physical, emotional, social, psychological, and spiritual components of individual and family wellness
- Identify internal and external sources of stress
- Develop knowledge of the importance of growth and change
- Understand the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems
- Know how physical, mental, emotional, and social health interrelate during adolescence
- Know the importance of assuming responsibility for personal health behaviors
- Use the Internet to investigate a selected health issue
- Research and discover insights about health and the human body
- Evaluate and apply the information they have gained to create a chart, solve a puzzle, or design an ad
- Explore options available to them as they become adults
- Identify obstacles that may affect future plans, and devise personal plans for the future, complete with strategies for success

Domain(s): Personal/Social Development; Health Development

Student Development Frameworks:

- **Standard PS 3.2**
  Express positive feelings about self
- **Standard HD 1.0**
  Students know the benefits of developing a healthy lifestyle
- **Standard HD 3.0**
  Students know health enhancing behaviors and how to reduce health risks

FCAT Benchmarks:

- **LA.A.2.3.2** The student identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning
- **SC.G.2.3.4** Describe how natural hazards, events change or destroy humans

Activities:

1. **Family Budget:** (1-2 class periods)
Purpose: To assist students in learning how to develop a weekly menu, stay within a budget of two-hundred dollars (feeding a family of four), and applying the menu to the Food Guide Pyramid.

Vocabulary:
- Dietary.
- Food guide pyramid.


Procedures:
1. Students will work cooperatively in groups of three or four.
2. Each group will be assigned a specific type of family for whom they will be responsible (example: 2 parents, 1 teen boy, and 1 infant).
3. Each group will be required to stay within a budget of $200 for one week's food items. (Give each group grocery store flyers with food items and prices on them)
4. Menus should meet the daily nutritional requirements identified in the Food Guide Pyramid. Menus should meet the needs of individual family members (formula, baby food, etc.).
5. Menus should include breakfast, lunch, dinner, and snacks for seven full days.

Assessment Ideas: All meals should be taken out of budgeted money, show three meals a day plus snacks, meet the needs of all family members, and follow the food guide pyramid for balance and preference. Students will show their weekly shopping list, with prices of the food, to the class staying within the budgeted amount of $110. Alternately, students can also “buy” food for themselves for the week and see if they can budget money and health concerns just for themselves.

2. Nutritional Labeling (1 class period)

Purpose: to have the students read and understand what is on a food label

Vocabulary:
- Carbohydrates: plant-based food sources that provide essential energy
- Cholesterol: a combination of fats in the blood
- Nutrition: the combination of food sources needed to sustain a healthy life

Materials: Food labels brought in by students

Procedures:
1. Each student should have several food labels
2. Read thoroughly all information given on packaging; write down complete ingredients and grams of protein, carbohydrates and fat per serving.
3. Use current health references (text, brochures, and charts) to go over the six basic dietary requirements for maintaining a healthy body (carbohydrates, protein, fat, vitamins, minerals, water) and look for this on label.
4. Make a classroom list of packaging and labeling techniques meant to attract the consumer; classify these appeals into categories such as good taste, low cost, convenience, health, etc. Under the health category determine which health factor is being considered (calories, cholesterol, fiber, additives).

5. Fill in the handout (Activity Worksheet 1 “Labeling”) and compare two of the students’ favorite foods.

Assessment: Analyzing food labels is a good way to teach nutrition using a readily available resource for all students. Spin-offs of this activity can easily be integrated into math (measurement, price comparison) and social studies (government regulatory agencies such as the FDA and USDA; geographical mapping of location of major food companies) and creative and language arts (packaging design, advertisements and commercials, letters of inquiry, directions for food preparation).

3. **Nutrition & Stress** (30 minutes)

**Purpose:** To understand the role of food in managing stress.

**Vocabulary:**
- **Nutrition:** the combination of food sources needed to maintain a healthy life
- **Stress:** a feeling that situations in your life are becoming hard to control, being overwhelmed

**Materials:** Blocks, paper plate

**Procedures:** Begin by asking the students to think about what they eat during a typical day.
1. How many meals do they eat? Snacks? Favorite foods? When do they feel sad or worried or stressed do they eat certain foods? Do they lose their appetite?
2. Divide the class into groups and explain that they will explore the connection between nutrition and their ability to handle stress.
3. Give each group a set of building blocks.
4. Have them stack them any way they wish. These are their necessary nutrients.
5. Have them place a paper plate on top of the stacked blocks.
6. Discuss the stressors in student’s lives.
7. Have the student’s place some blocks (stressors) on top of the plate that is on top of the “nutrient” blocks.
8. Have the students take “nutrient” blocks from the base one at a time until the stack collapses.

**Assessment:** Engage the class in a discussion about the relationship between good nutrition and the ability to handle stress. Develop ways to have a better stack of “nutrition” blocks. Have the students write a reflectively addressing these topics in their eating habits.

4. **Quest for Better Health** (several class periods)

**Vocabulary:** students will create a word list as they investigate various pieces of information.

**Materials:** Computer and Internet access, other print resources related to health

One of three health topics:
- Hormones: A Quest to Understand Bodily Functions
- Nutrition: A Quest for the Perfect Foods
- Sweat: A Quest to Understand Body Odor

**Procedure:**
1. Students need to be in groups.
2. Use the Web to research and learn more about these health topics: hormones, sweat, and nutrition.
3. Students will develop presentation about what they have learned to share with fellow students.
4. Next, have them research the best sites on their topic
5. In addition, create a word puzzle featuring vocabulary appropriate to their topic.
6. Their topics may include the dangers of cigarette smoking, eating disorders, skin problems, or peer pressure.

5. **My Future** (several class periods, time varies)

**Vocabulary:** Students will create a word list as they investigate various pieces of information.

**Materials:** Computer with Internet access, Library or media center resources

**Procedures:**
1. Brainstorm to get students thinking about their futures and the kinds of real-life decisions they'll soon face.
2. Where would students like to be in their lives at age 22? What kinds of jobs would they like to have? Do they plan to go to college? Would they like to become parents? Where would students like to be in their lives when they are 30 years old?
3. Ask each student to write down his or her goals for adulthood.
4. Students should consider educational options, career choices, health, marriage, and parenthood, among other things.
5. Explain that they will plot a course for the future which will be their "road map" to help them reach their desired life goals. Included in each roadmap should be the following:
   - Specific plans for the future, such as career choices and parenthood.
   - Strategies to reach the goals, such as education, being secure financially, or enlisting in military service.

These resources can help students as they make their plans:
"Better Health Channel's Life Events page [link]
Kids Help Phone: Becoming a Young Adult [link]
"Next Step" Magazine online [link]
Youth Corner, from the U.S. Department of Labor's Employment and Training Administration [link]

6. **Addiction Cycle** (2 class periods)

**Purpose:** To understand the cycle of addiction.
Vocabulary:
- **Addiction**: an uncontrollable desire for something
- **Dysfunction**: not behaving in a normal or appropriate manner
- **Gratification**: satisfying a desire

Materials: the “Addiction Cycle”

Procedure:
1. Use the worksheet as a springboard for discussion.
2. Have the student share and express themselves as to what they feel about addiction.

Follow-up Activities/Home Learning:

1. In this lesson, students role-play scenarios in which they encounter a friend or acquaintance who may have an eating disorder. Students brainstorm ways to help the friend. Students then create informational brochures with useful information about eating disorder prevention. Students need to begin with brainstorming information about eating disorders. Then examine the damage to the bones caused by anorexia by reading and discussing, "New Link: Bone Damage and Anorexia." Through role-playing in groups find ways to help a friend or acquaintance that may have an eating disorder. The students then can create resource pamphlets that help deal with eating disorders.

2. Invite the students to investigate their own health topics. First, generate a list of health-related topics students would like to learn more about, such as eating disorders, tobacco use, hormones, or violence. Then assign, or have students select, topics to research online. Working in groups, have them find the best Web sites on their topic. For each Web site, they should note the site name, URL, and a list of interesting facts for each site. Using the information they find online, challenge them to create a fun “health quest,” such as a fill-in-the-blank quiz, word find, or puzzle. (Discovery School's Puzzlemaker is a great tool for creating word puzzles.)
# Activity Worksheet 1

**LABELING**

Using the label from two of your favorite foods, compare the following information.

**LABEL #1**

1. Name of food: _____________________________________________
2. Brand Name: _____________________________________________
3. What is the serving size? ___________________________________
4. How many servings are found in this container? ________________
5. What is the main ingredient in this product? _________________
6. How many calories are found in one serving of this product? __________
7. How much saturated fat is contained in one serving of this product? __________
8. How much fat is contained in one serving of this product? __________
9. What is the percent of daily value of carbohydrates? ______________
10. List the types and amounts of sugar found in this food: ________________
11. What type of fats are found in this food? ________________________
12. List the following information:
   - Calcium %
   - Vitamin C %
   - Vitamin A %
   - Iron %
13. Is this a nutrient rich food choice? Why or why not? ________________

**LABEL #1**

1. Name of food: _____________________________________________
2. Brand Name: _____________________________________________
3. What is the serving size? ___________________________________
4. How many servings are found in this container? ________________
5. What is the main ingredient in this product? _________________
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12. List the following information:
   - Calcium %
   - Vitamin C %
   - Vitamin A %
   - Iron %
13. Is this a nutrient rich food choice? Why or why not? ________________
"THE ADDICTION CYCLE" . . . from Staying Sober, by Terrence T. Gorski & Merlene Miller

1. Short-term gratification
2. Long-term pain
3. Addictive thinking
4. Increased tolerance
5. Loss of control
6. Bio-psycho-social damage

1. SHORT-TERM GRATIFICATION: First there is short-term gratification. You feel good NOW. There is a strong short-term gain that causes you to assume the drug or behavior is good for you.

2. LONG-TERM PAIN AND DYSFUNCTION: The short-term gratification is eventually followed by long-term pain. This pain, part of which is from physical withdrawal, and part of which is from the inability to cope psycho-socially without drugs/alcohol, is the direct consequence of using the addictive chemical/s.

3. ADDICTIVE THINKING: The long-term pain and dysfunction trigger addictive thinking. Addictive thinking begins with obsession and compulsion. Obsession is a continuous thinking about the positive effects of using alcohol and drugs. Compulsion is an irrational urge or craving to use the drug to get the positive effect even though you know it will hurt you in the long run. This leads to denial and rationalization in order to allow continued use. Denial is the inability to recognize there is a problem. Rationalization is blaming other situations and people for problems rather than drug use.

4. INCREASED TOLERANCE: Without your being aware that it is happening, more and more of the drug is required to produce the same effect.

5. LOSS OF CONTROL: The obsession and compulsion become so strong that you cannot think about anything else. Your feelings and emotions become distorted by the compulsion. You become stressed and uncomfortable until finally the urge to use is so strong that you cannot resist it. Once you use the addictive chemicals or the addictive behaviors again, the cycle starts all over.

6. BIO-PSYCHO-SOCIAL DAMAGE: Eventually there is damage to the health of your body (physical health), mind (psychological health), and relationships with other people (social health). As pain and stress get worse, the compulsion to use the addictive drugs or behaviors to get relief from the pain increases. A deadly trap develops. You need addictive use in order to feel good. When you use addictively you damage yourself physically, psychologically, and socially. This damage increases your pain which increases your need for addictive use.
Lesson Title: Steppin’ Out

Description: Students will begin to identify some characteristics of their ideal occupation and explore possible matches to real occupations. Students will also explore the realities of careers. Students will become aware of the role of school in career success and the effect of personal characteristics to career successes.

Objectives: The student will be able to:
- Write to communicate ideas and information effectively
- Develop skills to locate, evaluate and interpret career information.
- Surveying their job abilities and interests
- Be involve in exploring their interests
- Be able to express their ideas of their likes and dislikes.
- Be involved in researching careers of interest to them.
- Be involve in gaining information about different careers
- Explore the various occupations that are portrayed on television programs

Domain(s): Personal/Social Development; Career Development

Student Development Frameworks:

Standard PS 2.3
Understand that growth and change is a normal part of life

Standard PS 1.2
Explore the advantages and disadvantages of various life role options

Standard CC 2.0
Student begins to develop employability skills to seek, obtain, maintain and change jobs

FCAT Benchmarks
L.A.A.2.3.5 Locate, organize, and interpret and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real world-task

Activities:

1. Job Interest (1 class period)

Purpose: To have the students investigate various careers that might interest them.

Vocabulary:
- Clerical: involves working as a liaison between others by facilitating communication. Requires organizational and language skills
- Mechanical: working with the hands to create or modify existing equipment
- Scientific (as related to jobs): working with research to create new products for a great variety of industries.
Materials: (Activity Worksheet 1): Job Interest Survey

Procedure:
1. Give each student a copy of the activity sheet.
2. Discuss with students the importance of considering a career choice.
3. Have the students complete the activity sheet.
4. After completion, discuss with students:
5. What were their abilities/interests? (You may want to refer back to the multiple intelligences in lesson #3)
6. What jobs would utilize this ability/interest?

2. Ideal Job vs. Actual Job (45 minutes)

Purpose: To have the student compare their idea of a career to the actual career.

Vocabulary:
- Vocational: having to do with jobs and job training
- Manufacturing: producing, building or creating in quantity
- Apprenticeship: a period of on the job training supervised by a more experienced person

Materials: (Activity Worksheets 2 and 3) Step 1- My Ideal Job; Step 2-Actual Job

Procedure:
1. Start the lesson by having the students brainstorm some of the characteristics of an ideal job.
2. Give each student the worksheet and have them complete their ideal job information.
3. Students can then share their “wish job” with each other.
4. Have the student’s research jobs that closely match their ideal job.
5. Then give the student the second worksheet and have them complete the actual job section.
6. Students can write an essay comparing and contrasting their ideal job with their actual job. Alternate ways, students can create a Venn diagram to show comparisons and contrasts.

3. Career Inventory (several class periods)

Purpose: To have the students be aware and share various types of desired careers.

Vocabulary: students will create a word list as they investigate various pieces of information

Materials: (Activity Worksheet 4): Career Inventory

Procedure:
1. Begin discussion with:
   a. “Has anyone ever said you were especially good at doing something?” (i.e., getting along with people, acting in a play, helping someone else, playing the piano).
   b. “How do you enjoy spending your free time?”
2. Distribute the worksheet on career inventory.
3. Continue discussion with:
   a. “Today we’re going to learn more about our likes and dislikes, and what type of work you might enjoy doing.”
4. Have students fill out the inventories.
5. Finish the discussion with:
   a. "What have you found out about yourself that you were not aware? “
   b. “How could this information be used to help you plan toward a career?”
   c. “Hopefully you have learned more about your interests so you can take the first step.”

4. **Leisure Time** (30 minutes)

   **Purpose:** For students to see the relationship between leisure activities and career choices.

   **Vocabulary:** students will create a word list as they investigate various pieces of information

   **Materials:** Leisure Lineup (Activity Worksheet 5) for each student.

   **Procedure:**
   1. Give each student a copy of the activity sheet.
   2. Read the directions with the student and instruct them to complete the activity sheet.
   3. After all have completed the activity sheet discuss:
   4. Are most of your chosen leisure time activities done alone or with other people?
   5. What ways could you develop your interests and hobbies into a future occupation or career?
   6. What is the value of leisure time activities?

5. **Job Match** (30 minutes)

   **Purpose:** To have the students demonstrate an understanding of career titles with the actual job.

   **Vocabulary:** Students will create a word list as they investigate various pieces of information

   **Materials:** (Activity Worksheet 6): Job Match

   **Procedure:**
   1. Give each student a copy of the activity sheet "Job Match".
   2. Read instructions with the students and instruct students to complete the activity sheet.
   3. After completion: Check the answer as total group.
   4. Allow time for discussion on particular jobs. (i.e. jobs that parents do; jobs students have never heard of; jobs students want to have in the future.

   **Assessment:**
   1. Completion of worksheets
2. Essay and write-ups of student discussion
3. Invite someone who works in one of these jobs to speak to the class.

Follow-up Activities/Home Learning:
1. Use the KWL chart anytime you want the students learn more about occupations. Before the presentation, complete the “What I Know” column by writing all the information you currently know about this occupation. What questions do you have about this occupation? Write your questions in the "What I Want to Know" column. Add to this column as the presentation progresses. Ask your questions. Record what you learned about this occupation in the "What I Learned" column.

<table>
<thead>
<tr>
<th>What I Know About This Occupation</th>
<th>What I Want to Know About This Occupation</th>
<th>What I Learned About This Occupation</th>
</tr>
</thead>
</table>

2. **Checklist of Employability Skill** (Home Learning)
   **Instructions:** Have the students talk with their parents or other adults to determine employability skills necessary to be an effective worker in this occupation. Write a brief example next to each skill you observed.
   - Reading__________________________________________________________
   - Writing__________________________________________________________
   - Speaking_________________________________________________________
   - Listening________________________________________________________
   - Math________________________________________________________________
   - Science________________________________________________________________
   - Art_________________________________________________________________
   - Planning_________________________________________________________
   - Organizing_________________________________________________________
   - Decision Making___________________________________________________
   - Problem Solving___________________________________________________
   - Working with Others_______________________________________________
   - Serving Clients____________________________________________________
   - Using Technology__________________________________________________

3. **Career Research**

   **Materials:** (Activity Worksheet 7): Career Interest Research Outline

   **Procedure:**
   1. After several sessions involving exploratory activities related to careers, inform students that they will be involved in a research activity centered on a career of interest to them.
   2. Give each student a copy of the research outline.
   3. Discuss each section.
   4. Inform the students of resources they can use in gathering the information they need example:
      a. Counselor's office.
      b. Occupational specialist resources.
c. Career labs.

d. Employment offices.

e. Dictionary of Occupational titles.


g. U.S Civil Service Commission.

h. Library materials, adult friends, family members.

Inform students that they will have a time limit to complete this activity and bring to class to be presented. Allow time for each career to be presented. Presentation styles can be varied according to the teachers’ understanding of students’ strengths and learning styles.

4. What’s on TV? (Home Learning)

Materials: (Activity Worksheet 8) What's On TV?

Procedure:
1. Discuss the various types of occupations that are portrayed on television.
2. Have the students come up with a few examples.
3. Ask them what occupations they think are the most prominent on television.
4. Distribute the worksheet: What's On TV?
5. Explain how to complete the chart and assign it for homework.
6. The next day, when the students bring in their assignment, discuss all of the occupations that were listed along with their job responsibilities.
7. For each listing, have the students brainstormed more job duties and responsibilities as you write them on the board.
**Activity Worksheet 1: Job Interest Survey**

**DIRECTIONS:** Place a check in the box to indicate your rating of where you feel your ability/interest is in the following areas.

<table>
<thead>
<tr>
<th></th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting people</td>
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<td>Sales</td>
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<td>Clerical</td>
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<td>Mechanical</td>
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<td>Scientific</td>
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<td>Creative</td>
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<td>Math</td>
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Helping others: Caring for, or teaching others, making others happy.
Meeting people: Talking with people, getting along with others, or making a good impression.
Sales: Selling things; influencing and leading others.
Clerical: Keeping accurate records, typing.
Mechanical: Working with tools, machines, wood, metal, or fixing things.
Scientific: Doing science course work, understanding scientific principles.
Creative: Finding new ways to do something; exploring new ideas.
Artistic: Drawing, playing a musical instrument, writing, acting, or painting.
Reading: Understanding what you read. Enjoying books.
Math: Understanding and solving math problems.
Activity Worksheet 2
Step 1—My Ideal Job

Instructions: Think about your ideal job. Write a “wish list” that describes your ideal job. Be sure to all of the sections below to describe your ideal job.

1. What would you like to do? What would you like to do in your ideal job (job responsibilities and activities)?
   - Work with people in a helping way
   - Work with people in a business way
   - Work with my hands
   - Do artistic and creative work
   - Work with computers
   - Work with equipment & machines
   - Work with nature and animals
   - Work to solve problems
   - Work at building or repairing things
   - Work in an office
   - Work in a factory, in manufacturing
   - Be the boss
   - Work with science
   - Other________________
   - Other________________
   - Other________________
   - Other________________

2. How much education and training will your ideal job require?
   - Less than high school
   - High school graduation
   - Vocational training after high school
   - Apprenticeship
   - On-the-job training
   - Two years of college
   - Four years of college
   - Graduate school

3. Career Pathways
   - Arts and Communication
   - Business
   - Health
   - Social and Human Services
   - Industrial Technologies (manufacturing, engineering, construction, etc.)
   - Agriculture and Natural Resources

4. Work Conditions
   - Indoor work
   - Outdoor work
   - Be the boss
   - Other____
   - Other____

5. Work Hours and Travel
   - Regular hours (M-F days)
   - Night shift work
   - Weekend work
   - Seasonal work
   - Overnight travel

6. Earnings
   - Starting salary.
Activity Worksheet 3

Step 2—Actual Job
Instructions: After you complete your research, select an actual job that is most like your ideal job. Fill in all of the sections below to describe the actual job.

Job Responsibilities and Activities
- Work with people in a helping way
- Work with people in a business way
- Work with my hands
- Do artistic and creative work
- Work with computers
- Work with equipment & machines
- Work with nature and animals
- Work to solve problems
- Work at building or repairing things
- Work in an office
- Work in a factory, in manufacturing
- Be the boss
- Work with science
- Other_________________
- Other_________________
- Other_________________

Education and Training Required
- Less than high school
- High school graduation
- Vocational training after high school
- Apprenticeship
- On-the-job training
- Two years of college
- Four years of college
- Graduate school

Career Pathways
- Arts and Communication
- Business
- Health
- Social and Human Services
- Industrial Technologies (manufacturing, engineering, construction, etc.)
- Agriculture and Natural Resources

Work Conditions
- Indoor work
- Outdoor work
- Other____
- Other____

Work Hours and Travel
- Regular hours (M-F, days)
- Night shift work
- Weekend work
- Seasonal work
- Overnight travel

Earnings
- Starting salary
ACTIVITY WORKSHEET 4: CAREER INVENTORY

1) What are the three school subjects in which you do best?

2) Has anyone ever said that you were especially good at doing one thing (Getting along with people, acting in a play, speaking, playing the piano)? If so, what?

3) Have members of your family or friends suggested any particular career to you? What?

4) What occupations or fields of work would you like more information about it?
   Likes and dislikes:

   A) Do you prefer to work with people?
      a) With ideas (such as research for writing papers, science experiments)?
      b) Or with things (automobile, gadgets, mechanical equipment?)

   B) Do you like to work out details and do routine work? (Checking long columns of figures, making inventories, etc.)

   C) Do you prefer to work indoors and outdoors?

   D) Do you prefer a job which offers a variety of duties with fewer details (being a receptionist or an entertainer)?

   E) Do you prefer physical activity? Or mental activity?

   F) Are you a natural leader?

   G) Or do you prefer someone telling you what to do?

   H) Physical and mental characteristics:
      a) Are you physically strong? _________.
      b) Do you work until a job is finished? ______
      c) Self Confident? e. Or are you calm, slow to anger
      d) Do you become angry easily?
      e) Are you nervous?
      f) Are you shy?

5) What jobs do you seem to be especially interested in?
ACTIVITY WORKSHEET 5: LEISURE LINEUP

A. Place a check (/) by the items in which you have a strong interest: an (x) by the items in which you have some interest in; zero(0) by the items in which you have no interest in.

- Reading
- Hiking
- Dancing
- Art work
- Meeting new people
- Singing
- Playing other musical instruments
- Conversation in a group
- Solve puzzles
- Animals/pets

- Writing
- Radio
- Television
- Piano
- Being with your friends
- Indoor sport participant
- Outdoor sport participant
- Taking things apart
- Making things
- Guessing games

B. What are your favorite interests or hobbies?

C. What magazines do you like to read?

D. Name the kind of books you especially like, (mystery, romance, etc.)

E. In what school clubs and activities do you participate?

F. In what school clubs and activities would you like to participate?

G. In what clubs and activities outside of school do you participate?

H. List the things you think you do better than most young people your age

I. If you could have one wish granted, what would it be?
ACTIVITY WORKSHEET 6: JOB MATCH

Directions: Match each job description with the occupation titles given.

| Accountant | A. Maintains and repairs automobiles. |
| Pilot | B. Works to beautify hair, skin and nails. |
| Commercial Artist | C. Operates an airplane. |
| Radio Announcer | D. Helps dentist with X-rays, instruments and patient care. |
| Cook | E. Keeps financial records for business. |
| Practical Nurse | F. Plans home and business furnishings. |
| Landscaper | G. Sketches ads; draws illustrations. |
| Aircraft Mechanic | H. Repairs radios and televisions. |
| Electrician | I. Operates computers. |
| Telephone Installer | J. Interviews, plays music, give news. |
| Cosmetologist | K. Maintains and repairs airplanes. |
| Interior Decorator | L. Prepares nutritional meals. |
| Data Processor | M. Uses various lenses and angles to take good pictures. |
| Fashions Designer | N. Designs, plans, and plants gardens. |
| Auto Mechanic | O. Cleans, presses, and removes spots from clothing. |
| Dental Assistant | P. Takes temperature, gives out medicine, and cares for patients. |
| Welder | Q. Operates a lathe and milling machine. |
| T.V. Cameraman | R. Sketches new fashions. |
| Dry Cleaner | S. Takes and transcribes dictation. |
| Machinist | T. Installs and services telephones. |
| Stenographer | U. Cuts metal, brazes, and welds. |
ACTIVITY WORKSHEET 7: CAREER INTEREST RESEARCH OUTLINE

Directions: Select one career for investigation. The outline will provide a basis for your research. Fill in the information completely.

1) Select one career

2) Investigate the career with respect to the following facts:
   a) Nature of work: (What daily tasks are actually performed?)
   b) Interests and aptitudes required: (What things should you be able to do well? What things should you like to do?)
   c) Education Required: (What subjects will you need to study? Is high school graduation required? A college degree? Technical training?)
   d) Other Requirements: (Work experience, union membership, special examinations, licenses, etc.)
   e) Working Conditions: (Is the work inside or outside, clean or dirty, heavy or light, etc.? What are the hours? Are there health or safety hazards?)
   f) Job Location and Employment Trends: (Where would the best job opportunities be? How many workers are employed in this occupation nationally and locally? What is the demand for workers? Is the demand increasing or decreasing?)
   g) Wages and Opportunities for Advancement: (What is the starting wage? What are chances for promotion? Are their benefits or compensation for illness, accidents, unemployment, and old age?)
   h) Social Importance: (In what way is this job useful to society?)
   i) Personal Advantages: (What do you like about this job?)
   j) Personal Disadvantages: (What do you dislike about this job?)
Activity Worksheet 8
What’s on TV?

Directions: As you watch television tonight. Complete the chart. List at least 10 occupations that are portrayed on your television programs.

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<tr>
<th>No.</th>
<th>TV Show</th>
<th>Job/Career</th>
<th>Job Duties/Responsibilities</th>
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Non-Discrimination Policy

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin, for programs or activities receiving Federal financial assistance from the Department of Education.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.