Miami-Dade County Public Schools

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# Miami-Dade County Public Schools
## Division of Student Services

### Personal Improvement Plan: Transition Curriculum

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Miami-Dade County Public Schools
Division of Student Services
Personal Improvement Plan

Statement of Purpose

M-DCPS is committed to ensuring that students in alternative education schools be exposed to programs that support growth in the areas of academic, personal/social, career, community awareness and health. As leaders in education, it is imperative that students be provided with an individualized, educational experience. This experience must be one that strengthens academics, builds character, and instills a strong sense of personal and social responsibility. To this end, students must engage in specific activities which foster a sense of belonging and purpose, while achieving defined educational outcomes that determine success, this curriculum is aimed to serve this purpose. In addition, real world opportunities are represented within each lesson through the incorporation of USA Today Newspaper in Education.

Miami-Dade County Public Schools is continuously improving the delivery of services in alternative education. Students in alternative education schools will be provided with a group orientation experience at the beginning of the school year. An Alternative Education Specialist (AES) has been appointed to provide support and strategies to help students have a successful transition. Students should be informed of school expectations, responsibilities, and resources available to them. Additionally, students will develop a Personal Improvement Plan focusing on personal/social, academic, and behavioral goal setting while enrolled at various sites. Student Services staff are to play a major role in the introduction, development, and monitoring of the Personal Improvement Plan. Finally, the Personal Improvement Plan will assist the school faculty in framing and gauging the student’s progress. The completion of an exit interview for each student is required. The exit indicators/criteria are as follows:

1. Academic and Conduct grades “C” or above  
2. No more than 5 absences  
3. No more than 5 tardies  
4. Either a “1” or a “2” in effort  
5. No indoor or outdoor suspensions  
6. No more than 2 behavioral referrals  
7. Goals on PIP satisfactorily achieved  
8. The IEP Team makes the determination  
9. If the assignment is for an off-campus felonious act, you must provide the final disposition of your case to the Alternative Education Specialist (AES).

The implementation of strategies in alternative education schools will enhance the overall focus and educational experiences of students. Parents and students must meet the above mentioned criteria in order to return to a traditional school. This manual provides lesson plans and activities for students to assist in the transition process. Each lesson is identified for grades 6-8 or grade 9-12. It is expected that the teacher/counselor would exercise creativity in adapting or utilizing proper lessons according to the student’s grade level and interests. The lessons contain activities that address multiple intelligence, learning styles, and instructor styles. There are instructor directed activities and independent student work.
Students exiting an alternative education school must demonstrate readiness to transition to the next educational level by presenting a complete portfolio which evidences the following:

- Completion of a minimum of six activities from the attached lesson plans.
- Completion of Exit Interview
- Completion of Personal Improvement Plan

Students must learn to make decisions about their health, education and career options. This can be an exciting time. Avoiding a return to alternative education is more likely if the student has the tools to help him/her cope with his/her new environment. A flow chart *Traveling Toward Success: from Poor to Positive*, is included for the Alternative Education Specialist to follow when assisting students in their journey in their alternative settings.
ACKNOWLEDGEMENTS

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INSTRUCTIONAL DESIGN

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

No matter how complete a lesson plan might appear, the facilitator should make each lesson plan effective in the classroom with his/her students. Facilitators 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 leading to success in and beyond senior high school.

The lessons and activities are based on several contemporary educational research-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 outlined in the USA Today publication.

- **Higher-order thinking skills**: The tasks are designed to maximize higher-order thinking skills and to practice FCAT benchmarks. Goal II – Succeeding in High School specifically addresses several of the FCAT benchmarks, but the competencies are infused throughout, maximizing the relative effectiveness of mastering a competency.

- **Conceptual teaching**: Each lesson begins with a springboard - an activity or assignment which is intended to focus the student’s attention on the concepts being taught using a creative opening approach.

- **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.

- **Resource utilization**: Multiple lessons require the teacher to engage the expertise of school guidance counselors, CAP advisors, and other student services personnel, the activities director, TECH Prep cadre leader, magnet lead teacher, coaches, career-focused academy teachers, library/media center personnel, and other people within the school. The strategy of using these individuals increases the availability of information, and broadens student access to persons who may be of assistance.

- **Student Development Benchmarks**: While teachers are familiar with their own subjects’ competencies, they might not be as familiar with the Student Development
Benchmarks that are the framework used by student services personnel. The benchmarks encompass the educational, personal/social, career, and health/community domains that are inherent to a student's growth and development.

**Accommodations:** To meet the needs of all our students, a variety of instructional strategies must be employed, including adaptations to provide all students access to the curriculum. Besides the professional desire to meet the instructional needs of all students, exceptional education students, by law, must be provided equal access to the general education curriculum. The Individuals with Disabilities Education Act (IDEA, 1997), and the reauthorization of this act, that is in process, provides clear mandates that students with disabilities are to be involved and progress in the general curriculum with appropriate accommodations and through the use of instructional strategies. Each lesson plan includes suggested teaching strategies that will enhance the instruction, not only for the student requiring the accommodations, but for all students within the class.
SCHOOL OPERATIONS/ALTERNATIVE EDUCATION
PERSONAL IMPROVEMENT PLAN (PIP)
Part I - Information

My name is ___________________ and I am ________ years old. I entered this
School for Academic and Civic Development on ____________ from ____________
I was assigned due to the following: __________________________________________
(Sending School Name)

I am eligible to exit the School for Academic and Civic Development on ____________ if I meet
the following criteria:
1. Academic and Conduct grades “C” or above
2. No more than 5 absences
3. No more than 5 tardies
4. Either a “1” or a “2” in effort
5. No indoor or outdoor suspensions
6. No more than 2 behavioral referrals
7. Goals on PIP satisfactorily achieved
8. The IEP Team makes the determination
9. If the assignment is for an off-campus felonious act, you must provide the final
disposition of your case to the Alternative Education Specialist (AES).

Do you think that you have an attendance problem? If yes, why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are there any other issues that may have prevented you from being successful in your previous
school? If so, please describe:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Part II – Plan

Please list the goals that you will set and accomplish to improve your academics, attendance, attitude, and/or aspirations:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can the school assist you in realizing your personal and educational goals?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part III – Review

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Goals satisfactorily achieved: ______________________________

________________________________________________________________________
(Student) (Alternative Education Specialist)

________________________________________________________________________
(Parent) Review Dates

________________________________________________________________________
(School Site Personnel) Review Dates
SCHOOL OPERATIONS/ALTERNATIVE EDUCATION

Traveling Toward Success: From Poor to Positive

Poor Attitude, Poor Academics, Poor Attendance, Poor Aspirations

AES will review student profiles

AES will develop & review PIP’s individually with students

AES will refer minor Behavioral infractions to Trust Counselor, School Psychologist, or Guidance Counselor

AES will Monitor students

AES will refer academic deficiencies

AES will review PIP & Attitude, Academics, Attendance, Aspirations (4 A’s)

AES will conduct Small Groups

Refer to Counselor or School Psychologist if necessary

AES will review 4 A’s & PIP individually

Positive Attitude, Positive Academics, Positive Attendance, Positive Aspirations
USA TODAY ICE BREAKER ACTIVITY

Purpose of Strategy:

Students will become familiar with the different sections of the USA TODAY newspaper as well as use this activity as a tool to introduce themselves to their classmates.

Activity:

Have students take 10 minutes to review and become familiar with the four sections in the USA TODAY newspaper.

Have students write down which section best represents their personality and their interests. Give them a few minutes to complete and then have them introduce themselves to the rest of the group.
Pre-Test
6th-8th Grades

1. If you have concerns and/or problems, you can speak with a __________ at your school.
   A. Teacher
   B. Counselor
   C. Administrator
   D. All of the above

2. If you or someone you know is being bullied you should _____________________.
   A. Ignore the bully
   B. Report the bullying behavior to an adult
   C. Bully that person
   D. None of the above

3. It is better to hang out with the wrong crowd then to have no friends at all.
   True
   False

4. Rate your self-esteem: (circle your response)

<table>
<thead>
<tr>
<th>0 (low)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (high)</th>
</tr>
</thead>
</table>

5. Most students are worried about entering middle school.
   True
   False

6. When you don’t follow rules, there are ________________ for your actions.
   A. consequences
   B. consequences
   C. consiquences
   D. consequences

7. Rules apply to _________________________.
   A. Teachers
   B. Students
   C. Counselors
   D. All of the above
8. On a scale from 1 to 10, how much are you influenced by what your peers say and do?

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>(not much)</td>
<td>(somewhat)</td>
<td>(often)</td>
<td>(most of the time)</td>
<td></td>
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</tr>
</tbody>
</table>

9. If you make a mistake, the best way to handle it is by ________________.

A. Ignoring it
B. Taking responsibility
C. Asking others what they would do
D. Blaming someone else

10. Define ethnicity:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

11. Communication skills include: listening, expressing feelings and ____________.

A. Body language
B. Hand gestures
C. Eye contact
D. All of the above

12. Organizational skills help you to ________________.

A. Plan better
B. Stay focused
C. Be responsible
D. All of the above

13. What did you learn from this class?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14. Did you accomplish the 3 goals you established at the beginning of the school year?

________________________________________________________________________

15. List 3 goals you hope to accomplish before the new school year begins.

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________
Self-Knowledge and Self-Acceptance
Confronting/Resolving Fears and Insecurities

Lesson I
6th – 8th Grades

Inquiry Question: What fears and insecurities are common to students entering middle school?

Description: This lesson helps students create an awareness of the fears and insecurities that are common to students entering middle school. It also helps to boost their self-confidence in learning ways to deal with many of those worries.

USA Today Newspaper in Education Description: This lesson helps students become aware of the effects of violence on today’s society while becoming familiar with the USA TODAY newspaper.

Objectives: Students will be able to:

- Understand that everyone has fears and insecurities in everyday life, including those transitioning into middle school.
- Discuss those personal/social concerns specific to entering middle school.
- Identify persons in their school whom they can contact for help with issues, concerns, and problems.
- Discuss situations where bullying or harassment has occurred and analyze effective/non-effective ways of handling such behaviors.

USA Today Newspaper in Education Objectives: Students will be able to:

- Understand that violence has serious consequences to all of those involved.
- Develop strategies and alternative ways to deal with aggression.

Student Development Framework Standards and Benchmarks:

Benchmark PS 1.1
Understand the difference between acceptable and unacceptable behavior.

Benchmark PS 1.2
Understand the consequences of personal behavior.

Benchmark PS 1.4
Understand situations in which peer pressure might affect adherence to or violation of acceptable social norms.

Benchmark PS 2.3
Understand that everyone has problems in everyday life.

Accommodations:

- Provide a handout defining the new terms (i.e. insecurities, harassment) that will be used in the lesson and review the terms prior to the day of the presentation.
- Arrange the students in a circle.
- Create student pairs.
- Read materials aloud.
Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

**Instructional Time:** Approximately 1-2 hours or one block period

**Preparation/Instructional Materials:**

- Poster board, markers, or overhead/acetate to record responses.
- **Handout: Bullying**
- **Handout: What Should You Do?**
- **Handout: Answers to What Should You Do?**
- **Handout: Our Creative Story About Bullying**
- School guidance counselor might want to instruct students to contact the student services department, as needed for help on this or other topics.
- Contact the social science teacher beforehand as part of their preparation for this lesson.

**Springboard:**

Using an overhead project/acetate or poster board and markers, record student responses to the following question:

*What worries you when you think of middle school?*

**Instructional Lesson:**

1. Review the springboard responses that students have shared, noting the most repeated concerns. Explain to students that the lesson today is about addressing fears that students may have about entering middle school.

2. Circle the responses that relate to bullying and harassment and ask students to raise their hands if they believe that this is one of their concerns about entering middle school.

3. Focus on the concepts of fears of bullying and harassment.

4. Ask and discuss: Have you observed acts of bullying and/or harassment in school? Or do you fear that you might be a victim of bullying or harassment?

5. Distribute **Handout: Bullying**

6. Allow students to answer the three questions on their own.

7. Ask for volunteers to share their answers with the class. This will usually generate much discussion and reveal many ideas and opinions about proper ways of dealing with such situations.

8. Distribute **Handout: What Should You Do?**

9. Have students complete the **Handout: What Should You Do?**

10. Distribute **Handout: Answers to What Should You Do?**
11. Review the questionnaire, using the answer page for guidance and discussion. Discuss the difference between acceptable and unacceptable behaviors and how peer pressure sometimes contributes to unacceptable behaviors.

12. Discuss the importance of taking charge of our own behaviors and reactions to the behaviors of others.

13. Discuss the importance of personal responsibility, for the well-being of both ourselves and others.

14. Place students in groups of 2-3 students. Instruct the students to write a creative short story about someone who was bullied in middle school and to incorporate two strategies used to stop the bullying. The characters in the story must have names. Allow 20-30 minutes to complete the writing assignment. Distribute the Handout: Our Creative Story About Bullying and read the directions to the students.

15. Ask volunteers to share their stories. Review the strategies students incorporated into their stories.

16. Review the concepts of personal responsibility and acceptable and unacceptable ways of dealing with the behaviors of others.

**USA Today In Education Newspaper in Education Activity:**

**Purpose**
Students will identify events that are difficult to deal with.

**Activity**
Find an article in the USA TODAY newspaper which refers to an event in which an act of violence has taken place in the community. Students pair up with another team member and discuss the events that took place, who was affected by the event and what the consequences of the act of violence were. Students may also share with classmates a similar event that they may have been exposed to or witnessed and how it affected their lives.

**Assessment:** Students will write a creative short story.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- Students will discuss with their parents the issue of bullying/harassment and the ways to properly address it as discussed in class. They may share stories with each other of past experiences.

- Instruct students to find an article in their local newspaper that deals with the issue of bullying/harassment. The article could be about one country harassing another, an athlete bullying another athlete, or any other story related to the topic. Instruct students to share the article in their social science class. Additional credit can be given if the student brings in a map of where the incident is occurring.
BULLYING

Read the following and think carefully before you write down your responses. Remember to write in complete sentences.

1. Were you ever a bully? How did it make you feel? Explain.

2. Have you ever been a victim of bullying? How did it make you feel? Explain.

3. Have you ever witnessed someone being bullied? How did it make you feel? Explain.
### WHAT SHOULD YOU DO?

What should you do when someone bullies you? Read each idea and decide if you think this is something you might do. Check “Yes” if you would, “No” if you wouldn’t, or “Not sure.”

From *The Bully Free Classroom* by Allan L. Beane, Ph.D., copyright © 1999 Free Spirit Publishing Inc., Minneapolis, MN; 800/753-7323 ([www.freespirit.com](http://www.freespirit.com)) This page may be photocopied for the individual, classroom, or group work only.

<table>
<thead>
<tr>
<th>When someone bullies you, you should</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cry</td>
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<tr>
<td>2 Tell a friend</td>
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<td></td>
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<tr>
<td>3 Tell the bully’s parents</td>
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<tr>
<td>4 Run away</td>
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<tr>
<td>5 Try to get even with the bully</td>
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<tr>
<td>6 Tell a teacher</td>
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<tr>
<td>7 Stay home from school</td>
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<tr>
<td>8 Hit, push, or kick the bully</td>
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<tr>
<td>9 Stand up straight, look the bully in the eye, and say in a firm, confident voice, “Leave me alone!”</td>
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<tr>
<td>10 Hunch over, hang your head, and try to look so small the bully will stop noticing you.</td>
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<tr>
<td>11 Laugh and act like you just don’t care</td>
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<tr>
<td>12 Stand up straight, look the bully in the eye, and say in a firm, confident voice, “Stop it! I don’t like that.”</td>
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<tr>
<td>13 Tell your parents</td>
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<td></td>
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<tr>
<td>14 Threaten the bully</td>
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<tr>
<td>15 Stay calm and walk away</td>
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<td></td>
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<tr>
<td>16 Call the bully a bad name</td>
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<td></td>
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<tr>
<td>17 Shout, “Cut it out!” as loudly as you can</td>
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<tr>
<td>18 Ignore the bully</td>
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<tr>
<td>19 Tell a joke or say something silly</td>
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<td></td>
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<tr>
<td>20 If other people are nearby, join them so you’re not alone</td>
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</table>
Answers to WHAT SHOULD YOU DO? When someone bullies you, you should:

1. **Cry**  
   Best answer: **NO**  
   Bullies love having power over others. They enjoy making people cry. When you cry, you give them what they want. On the other hand, you might be so upset that you can’t help crying. If this happens, get away as quickly as you can. Find a friend or an adult who will listen and support you.

2. **Tell a friend**  
   Best answer: **YES**  
   Make sure it’s a friend who will listen, support you, and stand up for you. And don’t just tell a friend. Tell an adult, too.

3. **Tell the bully’s parents**  
   Best Answer: **NO**  
   Some kids become bullies because their parents bully them. The bully’s parents are more likely to believe their child then you. They might even get defensive and blame you.

4. **Run Away**  
   Best Answer: **NOT SURE**  
   If you feel you’re in real danger—for example, if you’re facing a gang of bullies—then run as fast as you can to a safe place. At other times, it might be better to stand your ground and stick up for yourself. Follow your instincts!

5. **Try to get even with the bully**  
   Best Answer: **NO**  
   The bully might get angry and come after you again. Plus getting even makes you a bully, too.

6. **Tell a teacher**  
   Best Answer: **YES**  
   Most bullying happens when adults aren’t likely to see or hear it. Your teacher can’t help you unless you share the problem.

7. **Stay home from school**  
   Best Answer: **NO**  
   Unless you feel you’re in real danger, you should never stay home from school to avoid a bully. Remember, bullies love power. Imagine how powerful they feel when they can scare someone away from school! Plus staying home from school gets in the way of your learning and hurts you even more.

8. **Hit, push, or kick the bully**  
   Best answer: **NO**  
   Since bullies tend to be bigger and stronger than the people they pick on, chances are you’d get hurt. Plus you might get in trouble for fighting.

9. **Stand up straight, look the bully in the eye, and say in a firm, confident voice, “Leave me alone!”**  
   Best answer: **YES**  
   Bullies don’t expect people to stand up to them. They usually pick on people who don’t seem likely to defend themselves. So they’re surprised when someone acts confident and strong instead of scared and weak. This might be enough to make them stop.
10. **Hunch over, hang your head, and try to look so small the bully will stop noticing you.**
   - Best answer: NO
   - This gives bullies what they want - someone who appears more scared and weak.

11. **Laugh and act like you just don’t care.**
    - Best answer: NOT SURE
    - Some bullies will give up if people don’t react, but others will bully harder.

12. **Stand up straight, look the bully in they eye, and say in a firm, confident voice, “Stop it! I don’t like that.”**
    - Best answer: YES
    - See #9

13. **Tell your parents.**
    - Best answer: YES
    - Tell them what is happening and ask for their help.

14. **Threaten the bully.**
    - Best answer: NO
    - The bully might get angry and come after you even harder.

15. **Stay calm and walk away.**
    - Best answer: YES
    - Walk toward a crowded place or to a group of your friends.

16. **Call the bully a bad name.**
    - Best answer: NO
    - This will only make the bully angry and that is bad news for you.

17. **Shout “Cut it out!” as loudly as you can.**
    - Best answer: YES
    - This may surprise the bully and give you a chance to get away. Also, other people hear you and this gives the bully an audience he or she does not want.

18. **Ignore the bully.**
    - Best answer: NO
    - Bullies want a reaction from the people they are bullying. Ignoring them might lead to more or worse bullying.

19. **Tell a joke or say something silly.**
    - Best answer: NOT SURE
    - Sometimes humor can diffuse a tense situation. Be careful not to tell a joke about the bully or make fun of him or her.

20. **If other people are nearby, join them so you’re not alone.**
    - Best answer: YES
    - Bullies generally don’t pick on people in groups. They don’t like being outnumbered.
Our Creative Story About Bullying

Instructions: In your group, create a short story about someone who was bullied in middle school. The characters in the story must have names. Remember that all stories have a beginning, a middle, and an end. In your story, incorporate or include two strategies used to stop the bullying. After you have discussed your ideas, use this form to write your story.

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10
Bullying: Stop the Gossip!
Lesson II
6th-8th Grades

Inquiry Question: What behaviors contribute to having a positive atmosphere in school?

Description: This lesson helps students create awareness and change behaviors to help them be more successful and create a positive atmosphere in school. It also helps to boost their self-confidence in learning ways to deal with other students that are bullies.

USA Today Newspaper in Education Description: Students will understand the negative effects that result from gossiping.

Objectives: The student will be able to:
- Identify 7 strategies that will demonstrate barriers to gossip.
- Analyze in writing their positive response to negative behaviors.

USA Today Newspaper In Education Objectives: Students will be able to:
- Find positive ways to channel their energy and communicate their emotions.
- Understand that gossiping brings negativity and distress to their lives.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

Accommodations:
- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 90 minutes.

Preparation/Instructional Materials:
- Read the explanation of gossip from Webster's Dictionary and Wikipedia.org.
- Handout: The Definition & Effects of Gossip.
- Handout: Scenarios of Gossip.
- Handout: Seven Strategies to Combat Gossip

Activation of Prior Knowledge:
- In their learning logs, notebooks or portfolios – have students explain the difference between communicating positive and negative information to their friends.
Instructional Lesson:

Explain to the students the definition of gossip. The teacher will read aloud four scenarios concerning school and workplace gossip.

1. Distribute **Handouts: The Definition of Gossip and Scenarios of Gossip.** Students should be given 20 minutes to respond to the scenarios.
   - Ask students to read their responses to the scenarios.
   - Ask students what conclusions can be drawn in regards to how information can be interpreted and misinterpreted and how this effects communication.

2. Distribute the **Handout: Seven Strategies to Combat Gossip**
   - Ask student volunteers to share with the group some of the strategies they think will be helpful in their everyday life concerning gossip.
   - Generate a discussion of how gossip is fostered in school and how the student can circumvent spreading gossip and being victimized by gossip.

USA Today Newspaper in Education Activity:

**Purpose**
Students will describe an event of gossip and the consequences.

**Activity**
Have students search through the *USA TODAY* newspaper see if they find any articles that they feel could be described as gossip. Explain what you feel is gossip?

*Do you feel the media is used many times to exploit or gossip or talk negatively about famous people? How does that make you feel? Has anyone ever said anything about you that was not true? Describe how that made you feel?*

**Assessments:** Student participation in class discussion and response to scenarios, and home learning activity will be evaluated. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Have students recall a situation where they have gossiped about someone and how this affected them and the person being talked about. Have them state the positive or negative outcomes and possible solutions to avoid future conflict.
Definition & Effects of Gossip

From Wikipedia, the free encyclopedia

Gossip consists of casual or idle talk of any sort, sometimes (but not always) slanderous and/or devoted to discussing others. Compare backbiting.

While gossip forms one of the oldest and (still) the most common means of spreading and sharing facts and views, it also has a reputation for the introduction of errors and other variations into the information thus transmitted. The term also carries implications that the news so transmitted (usually) has a personal or trivial nature. Compare conversation.

Some people commonly understand gossip as meaning the spreading of rumor and misinformation, as (for example) through excited discussion of scandals. Some newspapers carry “gossip columns” which retail the social and personal lives of celebrities or of elite members of certain communities.

Gossip causes:

- Spread of misinformation
- Confusion
- Emotional pain
- Fights
- Suspensions
- Friends to break up

Before you pass on gossip or respond negatively to gossip you should:

1. Think about how this will affect your life
2. Consider, “Am I helping or hurting someone?”
3. Think – “Do I want people to say rumors/bad things about me?”
Scenarios of Gossip

Here are some scenarios. On a separate sheet of paper or on the back of this one, please write your honest responses to these scenarios. We will have a class discussion when you are finished.

1. Your best friend tells you that she saw your boyfriend/girlfriend out on a romantic date with someone else. Your friend tells you to confront the parties concerned. What do you do?

2. You heard that your co-worker/classmate was at a party, got into a fight, and has been arrested. You only told a few people. Now his sister, your friend, is demanding that you explain why you are spreading false rumors about her brother. What do you do?

3. Your boyfriend/girlfriend breaks up with you for someone else. You have an opportunity to tell intimate secrets about your ex online and no one will ever know it was you – What do you do?

4. You and your co-workers/classmates have heard that a fellow co-worker/classmate is having an improper relationship with a supervisor/teacher. Your friend is telling everyone, you listen and smile - but you don’t say anything. Are you gossiping? Explain.
Seven Strategies to combat gossiping in the school and workplace.

1. **Do Not** listen to gossip. You can simply say, “I really don’t want to listen to this.,” the gossip will either move on or students will stop talking about it.

2. Ask the person spreading the gossip, “Is this really true? How do you know that this is true?” Sometimes being confronted with the truth will make the person gossiping stop and think.

3. **Do Not** use the internet to talk about people or discuss intimate details of your life.

4. When you are angry or hurt, this is not a good time to share your feelings about someone. Go for a walk or go to the gym and workout. Talk to your parents/guardian or a counselor about your feelings. Keep a cool attitude!!

5. If the rumor is about you, remain CALM. Don’t let people see you sweat. Sometimes people do horrible things to you because they want to get a response. They like to see you act out. Don’t give them the reaction or attention they crave.

6. If you are threatened or you feel harassed – talk to your counselor, parents or supervisor if this is happening at work. The situation may require adult intervention. Especially if you are afraid to attend, school or go to your job. If your supervisor at work is harassing or bullying you, please notify your parent/guardian right away.

7. **Do not** strike back at the people talking about you. Sometimes this escalates into a verbal or physical conflict. Sometimes ignoring rumors is the best solution. If you start to feel threatened or experience excessive stress, notify a counselor and your parent/guardian.
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Good Self-Esteem
"Catch it. It is Contagious!"

Lesson III
6th-8th Grades

Inquiry Question: What factors help boost self-esteem?

Description: This lesson will help students identify what is self-esteem.

USA Today Newspaper in Education Description: Students will be able to identify positive situations in which individuals showed faith in themselves and their positive self-esteem helped them become successful people.

Objectives: The student will be able to:

- Identify a minimum of five factors that contribute to good self-esteem.
- Analyze in writing the positive response for a good self-esteem.
- Explain orally why good self-esteem is important for good health and success in life.

USA Today Newspaper in Education Objectives: Students will be able to:

- Find that staying focused and motivated will keep them positive in their lives.
- Understand that they can set out to do whatever they set their minds to do.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge skills and attitudes that contribute to effective learning.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP- General accommodations and Best Practices are listed in the introduction.

Instructional Time: Approximately 90 minutes

Preparation/Instructional Materials:

- Read the explanation of self-esteem from the dictionary and What is Self-Esteem? http://www.more-selfesteem.com/whatisselfesteem.htm
- Handout: What is Self-Esteem? The effects of love, appreciation, being wanted, praise, and respect.
- Handout: Low Self-Esteem can be cured! Here is how http://www.more-selfesteem.com/low_self_esteem.htm
- Explains how to start living a life filled with more happiness and meaning now!
Activation of Prior Knowledge:

- In a learning log or portfolio have students communicate how good feedback on every level of life helps to build good self-esteem and the opposite effect, if constantly given, negative feedback.

Instructional Lesson:

Explain to the students the following vocabulary words:
- love
- respect
- appreciation
- praise
- wanted
- recognition
- fair
- just
- happiness
- failure
- challenge
- success
- progress
- goal
- failure

1. Ask students to share an experience that boosted their self-esteem. Explain how the experience will affect their future career and how the action had a positive effect on them.

2. Ask students to name important people that are successful because of a good sense of self-esteem.

3. Ask students to report on one of the following persons: Albert Einstein, Harriet Tubman, Thomas Alva Edison, Jackie Robinson, Helen Keller, Tyler Perry.

USA Today Newspaper in Education Activity:

Purpose
Students will identify characteristics that are associated with having a high self-esteem.

Activity
Have students search through the USA TODAY newspaper and find articles in which individuals expressed a high level of self esteem. Describe what that means to you. Did the individual or group of individuals succeed by sitting back and letting things just happen or did they succeed because they had faith in what they set out to do?

Explain the article and describe the characteristics of the person who expressed high self esteem. Do you consider yourself a person with good self esteem? If not what could you do to make it better?

Assessments: Class discussion and exchange of ideas. The inquiry question "Good Self-esteem" will be asked again.

Follow-up Activities/Home Learning/Parent: Have student interview a family member, guardian, friend, or community person. Ask student whether this lesson made a difference in changing their self-esteem. Why?
What is Self Esteem?

Self-esteem is the opinion you have of yourself. It is based on your attitude to the following:

- Your value as a person
- The job you do
- Your achievements
- How you think others see you
- Your purpose in life
- Your place in the world
- Your potential for success
- Your strengths and weaknesses
- Your social status and how you relate to others
- Your independence or ability to stand on your own feet

What is Low Self-Esteem?

Low self-esteem can result from you having a poor self-image caused by your attitude toward one or more of the above. Example: You feel that you have no purpose in life.

What is High Self-Esteem?

High Self-Esteem is the opposite! If you have a high level of self-esteem
You are more confident, happy, sure of yourself and more motivated and have the right attitude to succeed.

Self-Esteem is therefore important to you and is a cornerstone of a positive attitude towards living.
Low Self-Esteem can be cured! Here is how

A poor sense of self esteem can be beaten.

You can begin living a life filled with more happiness and meaning now!

Poor self esteem can be unlearnt so take heart there is help!

Low Self Esteem - Here's what to do:

- Low self esteem feeds on negative messages and thoughts so
  Don't indulge in self-criticism. Why are you joining the other side to
  wage war against yourself? Silence your inner judge.

- You can choose to please yourself before others. It is considerate when you
  care about others feelings but aren't your needs just as important? Don't neglect
  yourself!

- Don't try to be like someone else. This leads to lack of self-worth and
  confidence. You are unique and you cannot be someone else. Strive to be better
  yes but don't criticize yourself for not being as successful, as beautiful, as slim or
  as popular as someone else. You deserve better.

- Take life and yourself less seriously. Failure just means you are not successful
  YET. Everybody fails on their way to succeeding, don't took on it as failure but as a
  means to learning. Perhaps you just need a change of direction. Problems can
  make you stronger if you strive to overcome them.

- Self-worth, confidence and assuredness will increase when you Focus on your
  needs and desires.
Self-Esteem Test

Directions:

➢ Complete this self-esteem test by answering yes or no to each question.
➢ Use this test before and after this lesson so students can reflect on their levels of self-esteem.

1. ________ I accept others for who they are.

2. ________ I am glad of who I am.

3. ________ I like being around people.

4. ________ I need respect and love.

5. ________ I do not need praise all the time.

6. ________ I like being myself.

7. ________ I make friends easily.

8. ________ I am positive and happy.

9. ________ I am assertive and not aggressive.

10. ________ I accept constructive criticism when needed.
Building Your Child's Self-Esteem

Factors affecting children’s self-esteem:

- How much the child feels wanted, appreciated and loved
- How your child sees himself, often built from what parents and those close say
- His or her sense of achievement
- How the child relates to others

Your child's self-esteem can be increased by you:

- Appreciating your child
- Telling your child that you love them
- Spending time with your child
- Encouraging your child to make choices
- Fostering independence in your children
- Giving genuine importance to your child's opinion and listening
- Taking the time to explain reasons
- Feeding your child with positive encouragement
- Encouraging your child to try new and challenging activities

Appreciating your child

A child's self-esteem will suffer if he or she is not appreciated. Children know if you are sincere or not. If you spend time together, you must enjoy or there is no point. Show appreciation at all times. Tell your child you love him or her -this is appreciation. Thanking a child when he does something good is reward enough- Children like to please.

Encouragement

Self-esteem is boosted with your encouragement. Encourage decision making skills. This will lead to a feeling of confidence and independence.

Praise

Self-esteem comes from what you think about yourself, praise is external. Encouragement is better than praise.
Interpersonal and Communication Skills
Peer Pressure

Lesson IV
6th-8th Grades

Inquiry Question: What strategies will I use when confronted with peer pressure?

Description: Students will identify and role play situations in which peer pressures may affect them and they will develop strategies to avoid unwarranted or inappropriate behavior.

USA Today Newspaper in Education Description: Students will explore the effects of using drugs and alcohol.

Objectives: Students will be able to:

- Dramatize situations in which peer pressure may influence their behavior.
- Generate strategies to avoid unwarranted or inappropriate behavior resulting from peer pressure.

USA Today Newspaper in Education Objectives: Students will be able to:

- Discuss their thoughts and feelings about the issue of drug usage.
- Be aware of consequences in using recreational drugs.

Student Development Framework Standards and Benchmarks:

Benchmark PS 1.4
Understand situation in which peer pressure might affect adherence to, or violation of, acceptable social norms.

Benchmark PS 2.0
Know of and begin to use an effective problem-solving model.

Health Education

HE 3.3
Understands the various consequences of health-related decisions.

HE 3.4
Understands how peer pressure can influence healthful choices.

Accommodations:
- Read scenario aloud to any student who may need assistance.
- Allow students to volunteer and/or pass if they feel awkward “performing” in front of others.
- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period
Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record answers.
- **Handout: Scenarios for Dealing with Peer Pressure**
- **Handout: Helpful Hints for Dealing with Peer Pressure**
- **Handout: Peer Pressure Questions (Worksheet)**

Springboard:

- Explain that you are going to read a scenario.
- Instruct the students to imagine that they are the student in the scenario being invited to the mall.
- Read the following scenario listed below:

**Scenario:**

On Thursday, a student in your math class called you on the phone and told you that a group of students were going to the mall on Saturday. He said that you seemed cool and everybody wanted you to go to the mall.

On Saturday, when you arrived at the mall you knew a few other students, but not all of them. Most of the students you recognized were very popular. The kid from your math class came late and everybody was glad to see him.

The group started window shopping and went into a FYE music store. You noticed one of the students putting a CD into her backpack. She caught your eye and she knew that you saw what she did. Another kid asked you to stick a CD into your backpack.

- Discuss with student about how they feel being put in a similar situation: “How would they have handled the situation”?

- Ask volunteers to share their responses.

Instructional Lesson:

1. Explain to students that today’s lesson is about dealing with peer pressure and finding ways or strategies to use when you find yourself in a pressure situation.

2. Ask students how they deal with peer pressure. Record their responses so that the answers are visible throughout the lesson. (*Some responses might be: Saying I don’t think I should do that, walking away, ignoring the situation, getting another friend to help.*) Get as many responses as you can from the group.

3. Divide the class into groups of 4-5 students. (Count off 1, 2, 3, 4, 5 so that friends are not automatically in the same group.)

4. Instruct the students that each group will act out the scenario given to them and demonstrate a strategy listed by the class to avoid peer pressure.

5. Provide each group with a scenario that they will act out. Duplicate the scenarios on cards and distribute to each group.
6. After each group acts out their scenario, review with the class the strategy they used to avoid peer pressure.


**USA Today Newspaper in Education Activity:**

**Purpose**
Students will search the USA TODAY newspaper and obtain information on the effects of drugs and alcohol.

**Activity**
Search through the LIFE section of USA Today's newspaper and find at least two articles which reference the effects of drug or alcohol use. Describe how you feel about the articles and whether or not you can relate to any of the issues described.

Share with your thoughts with your classmates in a group discussion.

**Assessment:** Class participation will be assessed.

**Follow-up Activities/Home Learning:** To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- Have students complete the Peer Pressure Worksheet for home learning. Have students volunteer sharing their responses the next day.
### SCENARIOS FOR PEER PRESSURE

**Instructions:** Reproduce and cut the scenarios. Provide one (1) to each group.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
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<tbody>
<tr>
<td>You are at a party and your parents told you to be home by 10 p.m. or you will be grounded. Your friends don’t want you to leave.</td>
<td>You are getting off the bus after school and beginning to walk home. Two other students take out a cigarette and tell you to join them.</td>
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<th>#3</th>
<th>#4</th>
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<tbody>
<tr>
<td>You finished your homework and someone tells you to let them copy it. The person does not give it back and you don’t have your assignment for class. You need to get your homework assignment or you will get an F on your interim report card.</td>
<td>You like science, but your friends tell you that people don’t like you because you are smart. They tell you not to turn in your homework assignment.</td>
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<th>#5</th>
<th>#6</th>
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<tbody>
<tr>
<td>You know that a group of students in your lunchroom are going to start a food fight. They tell you to be the first one to throw the milk across the cafeteria.</td>
<td>Everybody in your class is wearing one of the new P. Diddy shirts. Your parents won’t let you wear one. Your friends tell you to sneak one into your bookbag and change your clothes at school.</td>
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<th>#7</th>
<th>#8</th>
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<tbody>
<tr>
<td>You find a copy of the answers for the math mid-term exam. You really like the teacher, but your friends want you to share the answers and instead of giving the copy back to the teacher.</td>
<td>There is a girl in your class who everybody likes to pick on. You have seen the girl cry and you feel sorry for her. The other students want you to tease her also.</td>
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</tbody>
</table>
HELPFUL HINTS FOR DEALING WITH PEER PRESSURE

You can successfully combat peer pressure and even become a better person for it!

- Plan ahead for situations that you know might be uncomfortable.
- Practice in your mind what you might say or do if confronted with such a situation. Play it out in your head over and over again.
- Know where you stand on important issues like sex, drugs, cheating on exams, cutting school, alcohol, etc. Get informed and make up your own mind.
- Do not make other people feel bad or sad.
- Refuse to take part in anything that causes harm to another person.
- Do not allow yourself to engage in behavior you know can be dangerous or have serious consequences.
- Don’t let your sense of right and wrong be compromised, even for a minute.
- Think of yourself as a leader. The more you see yourself in a leadership role the more comfortable you will feel in that role.
- Refuse to let yourself down.
- Respect yourself and others.
Peer pressure

1. What is a peer?

2. What is peer pressure?

3. Why do people try to pressure each other into doing things?

4. How can you resist negative peer pressure?

5. Name two ways to turn down negative peer pressure.

6. Why is it important to learn to stand up for yourself?

7. If you have doubts about doing something, what can you do?

8. Give an example of a situation in which a peer pressured you.

9. How did you handle the situation?
Inquiry Question: What study strategies do you need to be successful in middle school?

Description: Through a variety of activities, students will compare and contrast the study habits required for middle school and elementary school, and they will identify strategies needed to succeed in middle school.

USA Today Newspaper in Education Description: This lesson helps student’s view challenging situations as an opportunity for personal growth.

Objectives: Students will be able to:

- Compare and contrast learning in elementary school to learning in middle school.
- Generate strategies and identify behaviors for succeeding in middle school.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify how adversity can be channeled into an opportunity to learn and grow as an individual.
- Learn to view change as a positive instead of a negative thing in their life.

Student Development Framework Standards and Benchmarks:

Benchmark ED 2.4
Demonstrate a successful transition from one academic level to another.

Benchmark ED 3.1
Know common study skills and habits that contribute to effective learning.

Benchmark ED 3.6
Demonstrate independent work habits.

Accommodations:

- Engage in a group project in which students may assist each other in the completion of task(s).
- Read the assignment aloud to students to facilitate understanding.
- Use different color chalk or markers to help students distinguish concepts.
- Use graphic organizers to compare/contrast

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period

Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record answers
Handout: Elementary vs. Middle School
Handout: Study Habits
Handout: Writing Assignment for extra credit.
Review assignment and Writing Assignment with Language Arts teachers who will be asked to provide extra credit and to assess the essay.

Springboard:

Activate prior knowledge by generating a teacher led discussion that allows the students to think about how they learned last year in elementary school, what were their classes like and what they ‘think’ middle school will be like.

Read this statement to the students and ask students to volunteer to provide a response. Each response must begin: Dear Confused

Dear Oprah,

Middle school is so hard. I keep forgetting my assignments. Last night I had math homework, but I left my book in school. The day before I left my wallet on my tray in the lunchroom, and last week I read an entire chapter for science and I got only two questions correct on the test. What should I do?

Signed,
Confused

Instructional Lesson:

1. After the students have responded to Dear Confused, explain that today’s activities are designed to help students develop effective learning strategies so they can experience greater success in school.

2. Ask students, by a show of hands, whether they think that middle school is more challenging and difficult than elementary school.

3. Distribute the Handout: Elementary vs. Middle School Chart. Students will complete the chart that compares the elementary and middle school experiences.

4. Write elementary, middle, and both on the board. Poll the group as to their answers and record the responses on the board. (i.e. Question #1: How many students think they need more help with their homework in elementary school? Middle school? Both?)

5. Ask students to draw a conclusion about what they see on the board. They should conclude that middle school is more demanding than elementary school both academically and socially.

6. Ask students to give a definition for the word “habit.” Have students generate good habits and bad habits. Write their responses on chart paper or on the board or overhead. Focus on school related habits.

7. Reread the responses that were generated by the students. Ask the students to identify which habits relate to study skills and academic success. Place a check or star next to these habits.
8. Distribute the **Handout: Study Habits** and have students complete the chart. Review the assignment by taking a poll of how many students feel they need to improve in the identified areas.

9. Review names and responsibilities of student services staff. Remind students that these individuals are there to help them. Inform students of tutoring or other special help available. Reinforce the idea that good habits developed now will help them in all areas of their lives including educational, personal/social, careers, and Health/Community awareness.

**USA Today Newspaper in Education Activity:**

**Purpose**  
Students will be able to view challenging situations as an opportunity for personal growth.

**Activity**  
Find an article in the **USA TODAY** newspaper in which someone has either faced a challenging situation in their lives or overcome some type of adversity.

Give a brief summary on article and describe your feelings about the article. Can you relate to the challenging issue in the article? Do you see a positive side to the challenge or adversity that was discussed in the article?

Share with your classmates a personal story of a challenge you may have faced and what positive outcome or opportunity for growth may have come out of it.

**Assessment:** The student will be evaluated on the writing assignment.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that result in a more successful middle school experience:

- Students will review both charts with their parents and identify specific habits that can be developed over the next month.

- Students will generate a list of five (5) people in the school who can help them solve problems, including the dates and times that they are available. Students should return the list to the mathematics teacher who will provide extra credit.

- Students will identify one item that they identified on the **Handout: Elementary vs. Middle School Chart** as being more successful in elementary school and write an FCAT style on how they can address that issue. The student will write an essay on the topic and return it to their language arts teacher who will provide extra credit.
## ELEMENTARY vs. MIDDLE SCHOOL

Place a check to answer to the questions that compare the challenge of elementary school to middle school.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>Both</th>
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<tbody>
<tr>
<td>1  I have a lot of homework that I need help with.</td>
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<tr>
<td>2  My parents are involved in my school work.</td>
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<td>3  The school assignments are very long.</td>
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<tr>
<td>4  I get lost more around the campus.</td>
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<tr>
<td>5  I seem to run out of time.</td>
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<tr>
<td>6  I have more friends.</td>
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<tr>
<td>7  I have more activities after school.</td>
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<tr>
<td>8  The teachers have more time to help me.</td>
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<tr>
<td>9  I know who my counselor is.</td>
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<td>10 More is expected of me at school and at home.</td>
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<tr>
<td>11 I spend time studying for tests.</td>
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<tr>
<td>12 If I have a problem, I know who to go to.</td>
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<tr>
<td>13 I am popular with other students.</td>
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<tr>
<td>14 Other students distract me from my work.</td>
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<tr>
<td>15 Other students want me to do things that I might not want to do.</td>
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<tr>
<td>16 More is expected of me at home.</td>
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<td>17 I have more teachers.</td>
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</table>
## STUDY HABITS

Identify each of the following study habits as one you have or one that you have to develop by placing a check (√) in the box.

<table>
<thead>
<tr>
<th>HABIT(S) DEVELOPED</th>
<th>NEED TO DEVELOP HABIT(S)</th>
<th>STUDY HABITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. I always take notes in class.</td>
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<td></td>
<td>3. I always take notes when I read assignments.</td>
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<td></td>
<td>4. I always do a little each day on big assignments that are due in a week or more.</td>
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<td>5. I always ask questions to make sure I understand the directions.</td>
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<td></td>
<td>5. I always gather all the supplies I need before I start to study.</td>
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<td>6. I always study in an area where I will not be distracted.</td>
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<td></td>
<td>7. I always set priorities for my time.</td>
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<td></td>
<td>8. I always write down assignments in a place where I can always find it, like my agenda book.</td>
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<td></td>
<td>9. I always study for a test throughout the week not just the last minute.</td>
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<td></td>
<td>10. I always do my homework completely.</td>
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<td></td>
<td>11. I always complete the hardest assignments first.</td>
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<td></td>
<td>12. I always ask someone for help before the assignment is due.</td>
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<td>13. I always keep my materials organized.</td>
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<td></td>
<td>15. I always study when I am rested.</td>
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<td></td>
<td>16. I always take a few moments after I study to think about what I studied.</td>
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</tbody>
</table>
Think about a habit that you would like to develop in order to better succeed in middle school. Explain how developing this habit would help you become a better student. Return this assignment to your languages arts teacher for extra credit.
Rules are a Part of Life

Lesson VI
6th-8th Grades

Inquiry Question: Why are rules important?

Description: Students will be able to explain why “rules are a part of life and how they bring about order and avoid chaos.” This activity encourages creative thought and group interaction about the implication that rules have for people in our society.

USA Today Newspaper in Education Description: Students will acquire a better understanding of why we need rules and laws in society in order to function in an orderly manner.

Objectives: Students will be able to:

- Generate consequences that result when rules are not followed when given a scenario.
- Compare and contrast rules that apply to students and adults through the use of a Venn diagram.
- Generate three ways in which they can improve in following school rules.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify laws that affect and or protect society.
- Recognize that not having rules or laws could create chaos and disorganization.

Student Development Framework Standards and Benchmarks:

Benchmark PS 1.1
Understand the difference between acceptable and unacceptable behavior.

Benchmark PS 1.2
Describe the consequences of personal behavior.

Benchmark PS 1.4
Understand situations in which peer pressure might affect adherence to, or violation of, acceptable social norms.

Benchmark PS 1.6
Understand the concept of personal responsibility.

Accommodations

- Ask students to repeat or paraphrase the directions.
- Review vocabulary terms prior to the beginning of the activity, i.e. consequences, Venn Diagram.

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period
Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record answers.
- Prizes (optional)
- Handout: “What would happen if...” questions. Cut up the questions and put one question in each envelope. Distribute the envelopes randomly to each group. Questions could also be placed on 3x5 cards or printed on labels and placed in envelopes or on cards.
- Envelopes or cards
- Handout: Venn Diagram
- Handout: Writing
- Handout: My Grade Record Sheet
- Handout: 2 Column Notes

Springboard:

Have students generate responses to the following question:

**What would happen if nobody was ever required to go to school?**

Responses can be recorded on the board, overhead acetate, or chart paper by the teacher or student volunteer(s).

Activate prior knowledge by writing the word ‘consequences’ on the board. Allow students to read it and think about what the word means. Generate a discussion that focuses the class on consequences specifically related to school. Channel the discussion to highlight positive and/or negative consequences. Generate a definition that the class understands. Remember that this lesson is focusing on positive and or negative consequences to school expectations.

Instructional Lesson:

1. After the responses are generated, explain to students there are requirements in society called rules that sometimes become laws. Read the following: “Today we are going to examine the negative consequences of not following rules.”

2. Depending on the size of the class, divide the students into groups of 3-4 students.

3. Distribute one of the questions to each group. Tell students they will be given 5 minutes to generate as many consequences as they can think of for their group’s question. (Select a student to be a timekeeper for the class.)

4. Have each group present their question and consequences to the rest of the class. Ask the class for any other consequences they may think of as each group reports.

5. Collect the cards and/or envelopes.

6. Distribute Handout: Venn Diagram. Review the directions: In your groups, decide if the rules below apply only to adults, only to students, or to both adults and students. Put the number in the circles.
7. Create a Venn Diagram on the board. Review the answers with students and record the most frequent responses in the diagram. Ask them if they can think of any other rules that apply only to students, only to adults, or to both adults and students.

8. Have students return to their original seats. Instruct them to take out a pen or pencil. Ask students which rules they have the most difficulty following and what have been the consequences of not following them.

9. Distribute the Handout: Writing Assignment. Tell the students they will have 10 minutes to complete the writing assignment. Review their responses by asking volunteers to share what they have written.

10. Have students use the Handout: 2 Column Notes with the headings, Action and Consequence. Focus the graphic organizer so that they are able to write an action and then align the direct consequence.

**USA Today In Newspaper in Education Activity:**

**Purpose**
Students will become aware of importance of following rules and laws in society.

**Activity**
Find an article in the USA TODAY newspaper pertaining to either a state or federal law. What does the law state? Who or what is the law trying to protect? State whether or not you see the importance of having such a law?

Students pair up with a team member and write a free verse poem about one of the following themes: Good vs. Evil or Order v. Chaos. Include details from five events in today’s News section in your poem.

**Assessment:** The student will be evaluated on the writing assignment and group participation.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- The students will review their individual written reflection with their parents, secure their parent’s signature, and return it to their language arts teacher for extra credit.

- Have students and parents discuss positive and negative consequences to issues related to their family. They may create a 2 Column Note chart so that they can directly see the consequences of their actions at home.

- Students record their grades for each nine week period either in their student planner or the Handout: My Grade Record Sheet. Students will share this with their parents.
WHAT WOULD HAPPEN IF... QUESTION SHEET

Directions: Cut up questions and place one in each envelop or distribute on a 3x5 card. Read instructions to students.

1. What would happen if no one needed a license to drive a car?

2. What would happen if there were no grades in school?

3. What would happen if everyone ate lunch in school whenever they wanted?

4. What would happen if everything in the supermarket was free?

5. What would happen if you never cleaned your room?

6. What would happen if people didn’t come to work on time?

7. What would happen if all of the football teams wore the same color uniforms?

8. What would happen if you did not graduate from senior high school?

9. What would happen if you always forgot your school supplies?

10. What would happen if you constantly yelled in class?
VENN DIAGRAM

Directions: In your groups, decide if the rules or situations listed below apply to only adults, only students, or both adults and students. Put the number in the appropriate circle.

1. No one needed a driver’s license to drive a car.
2. There were no grades in school.
3. Everyone ate lunch in the school at the same time.
4. Everything in the supermarket was free.
5. You didn’t have to clean your room.
6. People didn’t come to work on time.
7. All of the football teams wore the same colored uniforms.
8. You did not graduate from senior high school.
9. You always forgot your school supplies.
10. You constantly yelled in class.
Writing Assignment

Think about a rule that you have difficulty following. What have been some of the consequences you have had to face by not following it, and how can you do a better job following that rule?

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______________________________________________________________
Name: __________________________ Guidance Counselor: __________________

MY GRADE RECORD SHEET

Each time you receive a grade, whether it is an interim grade given a few weeks before your nine week report card, or your nine week grades, record your Academic, Effort, and Conduct grades. This will help you to track your progress. Also, record the number of days you were absent and why you were absent from school.

<table>
<thead>
<tr>
<th>GRADES</th>
<th>1st Nine Weeks</th>
<th>2nd Nine Weeks</th>
<th>3rd Nine Weeks</th>
<th>4th Nine Weeks</th>
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<tbody>
<tr>
<td>Language Arts</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>World Geography</td>
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<td>Elective</td>
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<td>Elective</td>
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<td>Number of Days Absent</td>
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<tr>
<td>Reasons for being absent</td>
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<tr>
<td>Parent's Initials</td>
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Return to school guidance counselor and/or an Alternative Education Specialist each nine weeks for extra credit.
<table>
<thead>
<tr>
<th>Action</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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Problem Solving and Decision-Making Skills

Lesson VII
6th – 8th Grades

Inquiry Question: How can I take personal responsibility for something I did not do?

Description: Students will be able to identify personal responsibility in situations which they may have not created and discuss how their behavior contributes to and/or negatively impacts situations. Students will generate solutions for resolving incidents in a positive manner.

USA Today Newspaper in Education Description: Students will develop problem solving skills which will assist them in finding solutions to problems even if they did not create the situation. Students will have the opportunity to use critical thinking which will help them in taking personal responsibility.

Objectives: Students will be able to:

- Describe the concept of personal responsibility.
- Explain how certain behaviors may escalate or negatively impact situations.
- Generate ideas for positive resolutions through decision-making processes.

USA Today Newspaper in Education Objectives: Students will be able to:

- Generate idea for positive resolutions through decision making processes.
- Students will practice problem solving skills which will assist them in day to day decisions.

Student Development Framework Standards and Benchmarks:

Benchmark PS 1.1
Understand the difference between acceptable and unacceptable behavior.

Benchmark PS 1.2
Understand the consequences of personal behavior.

Benchmark PS 1.4
Understand situations in which peer pressure might affect adherence to or violation of acceptable social norms.

Benchmark PS 4.6
Understand and use ethical principles in guiding behavior in personal, social, and work situations.

Health Education

HE 3.1
Knows how to apply a decision-making process to health issues and problems individually and collaboratively.

HE 3.3
Understands the various consequences of health-related decisions.
Accommodations:

- Present terms prior to the beginning of the instruction, i.e., escalate, resolutions.
- Instruct students to circle any words that they may not be familiar with and allow time at the beginning of the class to review the terms.
- Read handout aloud to any student who may need assistance.
- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period

Preparation/Instructional Materials:

- **Handout: What Did I Do Wrong?** Three (3) to five (5) copies are needed for each of the five scenarios depending on the size of the class.
- Review this lesson with the language arts teacher prior to the activity.

Springboard:

- On a sheet of paper, ask students to answer True or False as you read the statements.
  - You can sometimes do something wrong even if you thought you were doing the right thing.
  - There is always something you can do differently in every situation.
  - It always takes two to make an argument.
  - Somebody always has to be right.
  - Disagreeing is sometimes a good thing.

Instructional Lesson:

1. Ask students to fold or hide their answers to the springboard statements activity and not share them with each other until later.

2. Depending on the size of the class, divide students into four to five groups. Make sure students do not self-select but rather are assigned to groups where they do not know each other well. Direct each group to do the following:
   - Select one person who will read the scenario assigned to the group.
   - Select one person who will act as the leader of the group who will call on people to speak in the group.
   - Select one person who will write down the solutions that the group will have to report out.
   - Select one person who will report out to the rest of the class.

3. Assign each group one of the scenarios and have them discuss the incident. Allow 15-20 minutes for this process. Each group will present their scenario to the rest of the class.

4. Review the directions with the class.

5. After each group presents their scenarios, encourage class discussion. Make sure to point out that even though sometimes the students did nothing wrong, they still had to take
“personal responsibility” in order to resolve the situation. Encourage students to view conflicts as everyone’s problem, not just the “problem-makers.” Students who may engage in negative behaviors may see themselves in a more positive light, feeling less picked-on and thus more willing to examine their own behavior.

6. Ask students to review their answers to the springboard statements activity. Discuss their reasons for why they may have responded to specific statements.

**USA Today Newspaper in Education Activity:**

**Purpose**
Students will practice problem solving skills and critical thinking.

**Activity**
Select an article from “Today’s Debate” section in the *USA TODAY* newspaper. Read the article and list important information and questions that may come to mind during the reading. After you have finished the article, list the problem(s) in the article. Students should then team up in groups of three and discuss possible solutions to the problem.

Have students write the responses to the interviews on the chalkboard. This can lead to a discussion on what solutions were given the most and why.

**Assessment:** Each student will write and be evaluated on a written reflection of at least three (3) paragraphs to the following statement: *I take responsibility for myself by…*

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- Students will review written reflection with their parents/guardian and return it to their language arts teacher for extra credit.
What Did I Do Wrong? #1

Directions

- Select one person who will read the scenario assigned to the group.
- Select one person who will act as the leader of the group who will call on people to speak in the group.
- Select one person who will write down the solutions that the group will have to report out.
- Select one person who will report out to the rest of the class.

Incident #1:

You are sitting in class, minding your own business, when the person behind you starts to tap you on your shoulder asking what the answer to problem Number Three is. Without turning around you tell the person to leave you alone. The person keeps bothering you anyway. The teacher notices and tells the both of you to stop or you will get a detention. The person behind you continues to talk. Finally, you raise your hand and tell the teacher that the person is bothering you; the class starts to “boo” and calls you names for tattling.

Questions to be asked by the leader:

Has this ever happened to you? Have the other students share their experiences.

What are some things you could do if you were in this situation?

1.
2.
3.
4.
5.
What Did I Do Wrong? #2

Directions

- Select one person who will read the scenario assigned to the group.
- Select one person who will act as the leader of the group who will call on people to speak in the group.
- Select one person who will write down the solutions that the group will have to report out.
- Select one person who will report out to the rest of the class.

Incident #2:

You and your best friend are having lunch and a very private conversation when someone you barely know from class sits down and joins you. You did not invite the person and you really want to finish the conversation, since this is the only time you have with your best friend. The person keeps trying to get into the conversation even though the person doesn't know what you are talking about and you are getting annoyed. Suddenly, the person gets up, curses at you. Everyone notices and starts to laugh in your direction.

Questions to be asked by the leader:

Has this ever happened to you? Have the other students share their experiences.

What are some things you could do if you were in this situation?

1.
2.
3.
4.
5.
What Did I Do Wrong? #3

Directions

- Select one person who will read the scenario assigned to the group.
- Select one person who will act as the leader of the group who will call on people to speak in the group.
- Select one person who will write down the solutions that the group will have to report out.
- Select one person who will report out to the rest of the class.

Incident #3:

You have been wearing your hair the same way for the last year and think it looks rather nice. You feel you dress nicely and look good even though your family does not have a lot of money to spend on clothes. You are walking to your next class feeling good when you hear giggling and whispering. You turn around and realize that a bunch of older kids are making fun of you and what you are wearing.

Questions to be asked by the leader:

Has this ever happened to you? Have the other students share their experiences.

What are some things you could do if you were in this situation?

1.
2.
3.
4.
5.
What Did I Do Wrong? #4

Directions

- Select one person who will read the scenario assigned to the group.
- Select one person who will act as the leader of the group who will call on people to speak in the group.
- Select one person who will write down the solutions that the group will have to report out.
- Select one person who will report out to the rest of the class.

Incident #4:

You have a lot of extra time before you get picked up from school and you are thinking of joining a club after school. Your best friend wants to try out for the basketball team, but you are not very good at sports and you don't like to exercise after school. Another friend is joining the math club and you are interested in joining. Your athletic friend starts calling you math nerd and “brainiac”. Other students start making fun of you.

Questions to be asked by the leader:

Has this ever happened to you? Have the other students share their experiences.

What are some things you could do if you were in this situation?

1.
2.
3.
4.
5.
What Did I Do Wrong? #5

Directions

➢ Select one person who will read the scenario assigned to the group.
➢ Select one person who will act as the leader of the group who will call on people to speak in the group.
➢ Select one person who will write down the solutions that the group will have to report out.
➢ Select one person who will report out to the rest of the class.

Incident #5:

The students in the honors class always act superior to everybody else. They get to go on all of the cool field trips and get special attention from everybody because they are very well-behaved. Some of your friends, who are not in the honors class, say they act too goody-goody. Your friends want you to join them in writing on the honors’ students book bags with black permanent markers. One of the book bags belongs to a friend of yours who is in honors classes.

Questions to be asked by the leader:

Has this ever happened to you where someone asked you to do something that you knew was wrong? Have the other students share their experiences.

What are some things you could do if you were in this situation?

1.
2.
3.
4.
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Respect and Value Human Diversity

Lesson VIII
6th – 8th Grades

Inquiry Question: What do I know about my heritage and that of others?

Description: This lesson helps students understand and appreciate their own and other students' heritage. It also develops awareness of commonalities and respect for differences, as well as effective listening and oral presentation skills.

USA Today Newspaper in Education Description: Students will develop awareness of commonalities and respect for cultural differences

Objectives: Students will be able to:

- Share personal information about their family life and traditions.
- Express appreciation for the value of others and their unique life experiences.
- Express appreciation for the richness of diverse cultures.
- Demonstrate respect for the differences of the beliefs of others.

USA Today Newspaper in Education Objectives: Students will be able to:

- Share personal information about their family life and traditions.
- Demonstrate respect for the differences and/or the beliefs of others.

Student Development Framework Standards and Benchmarks:

Benchmark PS 4.1
Begin to develop effective communication skills such as paraphrasing, reflection, and active listening.

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

Benchmark PS 4.3
Understand and respect the feelings and beliefs of others.

Benchmark PS 4.4
Begin to develop and use effective group membership skills.

Accommodations

- Students will work as one large group, in a circle formation, for the springboard activity. (String Toss)
- Students will be divided into small groups for the instructional activity. (Ethnic Sharing)
- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period
Preparation/Instructional Materials:

- A ball of string or yarn
- Handout: Directions to String Toss Activity
- Handout: Ethnic Sharing
- Share lesson plan with the world geography teacher prior to instruction.

Springboard:

- Have students sit in a circle for the “String Toss” game.
- Have each participant throw the ball of string or yarn to another person in the circle. As they throw the ball, they are to say their name and one thing that they like to do.
- Review the importance of communication and of getting to know others.
- Discuss how others are affected by their communication with others (anger, etc.).

Instructional Lesson:

1. Ask students to count off from one to three or four, depending on the class size. (Make an effort to switch some students around as necessary to balance the groups so that they are racially and ethnically mixed. The purpose is to share stories with those of different ethnic backgrounds. The teacher may use a guided statement to open the discussions, such as what are some traditions that your family shared during the winter holidays, what religions are predominant in your culture, what are some foods that are unique and different in your family.)

2. Have students sit as a group, close enough that they can comfortably talk with each other.

3. Distribute the Handout: Ethnic Sharing

4. Go over the ten items on the handout, giving examples of how to answer each. Explain to students that they will have a turn to share about their family and/ or culture, for two minutes each. They are to follow the items on the list to organize their thoughts. Everyone will go through the entire page at once. They may skip any item that they prefer not to comment about one of them.

5. Give students a few minutes to quietly go through the list on their own and jot down words or phrases for each item to remind them of things they would like to share. This is their personal time to reflect on their lives, so there should be no interruptions as they decide about what they want to share with the others. Before they begin in their small groups, remind them of the importance of good communication.

6. Review basic listening skills. While listening, students own sheets should be put down and all of their attention should be on the speaker. This is a crucial time to remind them of the importance of focusing on the speaker and not be thinking of what they are going to say. Encourage them to ask clarifying questions of the speaker as they are going through their stories.

7. Have one person volunteer to be first and then continue in order until all have had the opportunity to tell their stories. Remind them that when it is their turn to be the presenter, they are to speak loudly and clearly, and look at others in the group.
8. After everyone has shared within their group, bring the attention back to the large group as a whole. Have students discuss the new things they have learned about another student in the class. Have them discuss new and/or interesting things that they have learned about another ethnic group.

9. Have students turn their chairs back out into a large group formation. If possible, arrange seats in a circle.

10. Have students discuss the value of this activity. How did they feel about going back and thinking about their past experiences? How did they feel about sharing those thoughts and experiences with their peers? What are the benefits of learning about others, their families, their experiences, and their traditions?

**USA Today Newspaper in Education Activity:**

**Purpose**
Students will learn about differences in human and cultural diversity.

**Activity:**
Students should review the Sports section in the USA TODAY newspaper. Who receives more coverage in today’s Sports section—males or females? How did you arrive at your answer? Is the paper’s coverage fair to both groups? Why or why not?

How does a person’s gender impact his or her perception of women’s sports? List five facts, opinions or stereotypes about women in sports.

**Assessment:** Each student will write a page on their experience, answering the questions posed in the class discussion.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- The world geography teacher will have the students locate on a world map where their families or ancestors came from.

- To reinforce communication skills, and to promote understanding and appreciation for others’ ethnicities as well as their own, the students will:
  - Ask their parents or grandparents about their family history or traditions.
  - Find an item they could share with the class to tell a family story. (This could be a religious artifact, photograph, cooking utensil, book, picture frame, garment, etc. Discretion is advised, no weapons, alcohol, or any other improper item.)
  - Write a letter to an imaginary cousin or ancestor.
DIRECTIONS: STRING TOSS ACTIVITY

Materials: A ball of string or yarn

Steps:

1. Have participants sit in a circle. Give the ball of string or yarn to one person to begin the activity.

2. Each person will have the opportunity to throw the ball of string to another person in the circle. The student will keep a piece of the string as they toss the ball to the next person. As they throw the ball, instruct each student to say his/her name and one thing he/she likes to do.

3. At the end of the activity ask: “What have we formed?” (a web) “How is communication like a web?” (goes from person to person, sometimes gets tangled) “What happens when I pull my string, are others affected?” “If someone comes in angry, how might that affect others?”

4. Reverse the procedure. The last person who received the string begins. As the ball is passed in reverse, ask the participants to say the name of the person that previously tossed it to him/her and what the person had said he/she likes to do. Continue until the ball is rewound.

5. Discuss: “How did you feel when you first came in?” “How do you feel now that you have had a chance to meet the others?” “Why is it important to know each other’s name?”
ETHNIC SHARING

Name: ________________________________     Date: _______________________
Period: _____   Teacher: ____________________ Counselor: ____________________

1. My ethnicity is….

2. I grew up in (city, state, country)…. 

3. I am the ___ of ____ children…. 

4. My experiences with other ethnic groups were…. 

5. Miami became my home when …. 

6. Something about my ethnic group I am proud of is…. 

7. Something important about my family is…. 

8. A special holiday/tradition that is important to my family is…. 

9. When other people deal with or talk about my ethnic group, I wish they would…. 

10. Something special about my ethnic group that I think others should know is…
Me, Myself, and Others

Lesson IX
6th – 8th Grades

Inquiry Question: What new skills will I need to be able to work in a new environment such as middle school?

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.

USA Today Newspaper in Education Description: Students will evaluate a section of USA TODAY, and redesign it to reflect the tastes of a specified target audience.

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

USA Today Newspaper in Education Objectives: Students will be able to:

- Develop the ability to work effectively in cooperative groups.

Student Development Framework Standards and Benchmarks:

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

- **Benchmark PS 4.2**
  Understand and have respect and tolerance for cultural, ethnic and human diversity

- **Benchmark CC 1.5**
  Discover ways in which work, family, leisure, and spiritual life are integrated

Accommodations:

- Students will work as one large group, in a circle formation, for the springboard activity. (String Toss)
- Students will be divided into small groups for the instructional activity. (Ethnic Sharing)

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period per handout
Preparation/Instructional Materials:

- Colored pencils
- Photographs
- White paper
- Glue
- Scissors
- Computer with internet access
- Notebook paper or composition notebook
- Handout: The Man in the Mirror - a Bio-poem
- Handout: Family Tree
- Handout: Planting my Ancestor “tree”
- Handout: Show Me the Money
- Handout: Take a Walk in Another Man’s Shoes

Springboard:

- Brainstorm ideas as to what certain groups of people like and what ideas will catch their attention. 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.

Instructional Lesson:

The Man in the Mirror - a Bio-poem

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.

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: Family Tree 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.
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.

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.

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.

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.

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.

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. 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.

**Take a Walk in Another Man's Shoes**

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.*

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.

**USA Today Newspaper in Education Activity:**

**Purpose**

Students will practice cooperative learning in marketing or targeting certain groups of people or audiences.

**Activity**

Look through USA Today's Life section. If you were the editor and wanted to make the section more appealing to young adults, what changes would you recommend making to its design and content?

What features would attract teens to the paper on a daily basis? Whom would you hire to write the articles? How would you promote the section?

**Assessment:**

1. 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. 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. 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.

4. 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.

**Follow-up Activities/Home Learning/Parent:** Studying and comparing the worth and buying power of each currency with their trading partners or on the global market.
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.
Planting my Ancestor “tree”
Show me the Money

Germany 200 Deutsche Mark 1996
Item Code: DE-47
Medical scientist Paul Ehrlich; microscope; kinegram.

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.

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
Take a Walk in Another Man's Shoes
Career Planning Skills
Beginning Your Career Portfolio

Lesson X
6th-8th Grades

Inquiry Question: How can I make sound career decisions?

Description: Students will learn about the career development portfolio process as a valuable tool to promote informed career decision-making, to make the connections between course work and employability skills, and to document their skills.

USA Today Newspaper in Education Description: Students will gain a better understanding of the importance of obtaining an education in order to obtain future success.

Objectives: Students will be able to:

- Identify the collection of materials called “portfolio artifacts” that give evidence of accomplishments and progress.
- Gather information and focus on issues that are important to goal setting and planning for senior high school.
- Identify and record information about themselves, career interest, personal skills, and goals.

USA Today Newspaper in Education Objectives: Students will be able to:

- Learn the value of an education through the exploration of careers and salaries.
- Generate reasons why earning a high school diploma is important to the student’s well being.

Student Development Framework Standards and Benchmarks:

Benchmark CD 5.1
Describe initial career plans that reflect the importance of lifelong learning

Accommodations:

- Review vocabulary terms prior to the beginning of the lesson (employability, portfolio, accomplishments, occupation, options, artifacts, progress, etc.)
- Read materials aloud.
- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period

Preparation/Instructional Materials:

- Handout: The Career Development Portfolio Artifacts Worksheet
- Handout: The Career Path Portfolio Summary Reflection
- Any object that will serve as an artifact
Review this lesson with the language arts teacher prior to the lesson. (He/she may be able to suggest different questions you can ask about the artifact.)

Springboard:

Hold up an object that serves as an artifact for example, a size 14 sneaker). Ask students what this object tells you about the person who wears this sneaker. Is the person male or female, or can you tell? What does this person like to do? How old might this person be? Where might this sneaker have been? Which country could the sneaker have visited? What does this person who wears this sneaker like to eat? How do you know? What else can you tell about the person by just looking at the sneaker or object?

Generate as many ideas as you can prior to the beginning of the core activities.

Instructional Lesson:

1. Introduce students to the concept of an “artifact.” (An item produced by humans often used as evidence about the person who created or used the item.)

2. Ask students to generate examples of “artifacts.”

3. Ask students about what comes to mind when they hear the word “portfolio” (Example: An artist’s portfolio showcasing their best work). Discuss responses.

4. Explain that a portfolio is much more than a folder for storing examples or artifacts of work. A well designed portfolio guides the student through the career development process as a sequential career planning journal.

5. Explain to students that when they go on to special senior high school programs or apply for a job. They will need evidence or artifacts that show what they have accomplished. The artifacts may be examples of their best work, awards, or pictures of projects. Students may brainstorm in groups about what may be included in the portfolio.

6. Ask students how they would respond if they were to be asked to show an example of their best work. (Example: a report you earned a grade of A on, a community service project in which you were involved, an award you received, etc.)

7. Distribute the Handout: Career Development Portfolio Artifacts Worksheet. Explain to students that they may already have an artifact or evidence of some items on the list.

8. As you read aloud each artifact listed, explain or provide an example to students. Have students review the worksheet, check off an artifact or evidence they believe they already have as you discuss each item on the checklist.

9. Distribute and review the Handout: Career Path Portfolio Summary Reflection. Provide students with sufficient time to complete the handout.

10. Identify what artifacts students will be expected to have in their portfolios at the end of sixth, seventh, and eighth grade.

11. Review the lesson with the art teacher prior to the lesson.
USA Today Newspaper in Education Activity:

Purpose
Students will explore careers in the business world.

Activity
Read several articles in today’s Money section. Based on your reading, what careers seem to be in demand in the business world? What types of skills, education, and experience are necessary to perform the functions of those jobs?

Create five mock employment ads for job openings within the business, financial or tech industries. In your ads, include the name and type of business, describe the ideal candidate’s background, and list the duties of the job and the salary range.

Assessment: Each student will be able to identify the components of a career portfolio and define the term “artifact” and explain how it relates to the career portfolio.

Follow-up Activities/Home Learning/Parent: To reinforce positive behaviors and habits that will result in a more successful middle school experience:

- Students can discuss with their parents how they might develop artifacts to begin a career portfolio.
- Students can write a short story based upon one piece of evidence to be turned in to language arts teacher.
- Students can create career collages with the art teacher if available.
CAREER DEVELOPMENT PORTFOLIO ARTIFACTS WORKSHEET

Student Name: _______________________________  Date: ____________________________

Review the list of career portfolio artifacts listed and identify those that you already have with an (H) and those you need to develop with an (N).

- Class assignments
- Writing samples
- Drawings
- Logs of books read
- Photographs of large projects
- Letters of recommendation
- Examples of best work
- Problem solving scenarios
- Service learning projects
- Cooperative learning projects
- Copies of awards and certificates
- Resume, cover letter, and thank you letter
- Demonstration of technology skills on disk
- List of careers of interest
- Project reflections
- Career assessments (e.g., interest inventories, work values, learning style, etc.)
- Report cards
- Employability skills (SCANS) documentation
- Samples of art work and/or performance in the arts
- Study skills and organizers
- Field trip summaries
- Worker interview sheet
- Autobiography
- Balanced budget samples
- FCAT results
- Sample “contract” for assignments or behavior modification
- Other _____________________________________

Total: ________ Haves __________ Need to Develop
Name_______________________________ School_____________________________

ABOUT ME

1. My top two career interests are________________________________________________

2. I like to work ______________________________________________________________

3. My favorite school subjects are________________________________________________

4. I am good in the following school subjects________________________________________

5. My favorite hobby is_________________________________________________________

6. I enjoy playing _____________________________________________________________

7. I received these honors/awards _______________________________________________

8. I have participated in the following school/community activities_____________________

________________________________________________________________________

MY BEST EMPLOYABILITY SKILLS AND PERSONAL QUALITIES

<table>
<thead>
<tr>
<th>SKILL OR PERSONAL QUALITY</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.________________________</td>
<td>1.________________________</td>
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<tr>
<td>2.________________________</td>
<td>2.________________________</td>
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<tr>
<td>3.________________________</td>
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</table>

<table>
<thead>
<tr>
<th>CAREERS I LIKE</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.________________________</td>
<td>1.________________________</td>
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<tr>
<td>2.________________________</td>
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</tbody>
</table>
Inquiry Question: How can I identify my ideal occupation?

Description: The lesson will identify characteristics of an ideal occupation and explore possible matches to real occupations. The lesson will allow the students to become aware of personal characteristics for a successful career.

USA Today Newspaper in Education Description: Students will be aware of the importance of developing skills that will enhance their career options in the future.

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

USA Today Newspaper in Education Objectives: Students will be able to:

- Explain how the skills developed in high school are important to society.
- Become familiar with the employment process.

Student Development Framework Standards and Benchmarks:

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

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

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

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 30 minutes for most lessons up to 2 class periods.

Preparation/Instructional Materials:

- Handout: Job Interest Survey
- Handout: My Ideal Job
- Handout: Actual Job
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.
- **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.

Instructional Lesson:

1. Distribute **Handout: Job Interest Survey** to allow the students investigate various careers that might interest them.
   
   a. Give each student a copy of the activity sheet.
   b. Discuss with students the importance of considering a career choice.
   c. Have the students to complete activity sheet.
   d. After completion, discuss with students:
   e. What were their abilities/interests? (You may want to refer back to the multiple intelligences in lesson #3)
   f. What jobs would utilize this ability/interest?

2. Distribute **Handout: Ideal Job vs. Actual Job** to have the student compare their idea of a career to the actual career.
   
   a. Start the lesson by having the students brainstorm some of the characteristics of an ideal job.
   b. Give each student the worksheet and have them complete their ideal job information.
   c. Students can then share their “wish job” with each other.
   d. Have the student’s ‘research jobs that closely match their ideal job.
   e. Then give the student the second worksheet and have them complete the actual job section.
   f. Students can write an essay comparing and contrasting their ideal job with their actual job. Alternately, students can create a Venn diagram to show comparisons and contrasts.

3. Distribute **Handout: Career Inventory** to have the students be aware and share various types of desired careers.
a. Begin discussion with "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). "How do you enjoy spending your free time?"

b. Distribute the work sheet on career inventory.

c. Continue discussion with:

d. "Today we're going to learn more about our likes and dislikes, and what type of work you might enjoy doing."

e. Have students fill out the inventories.

f. Finish the discussion with:

   - "What have you found out about yourself that you were not aware? “
   - “How could this information be used to help you plan toward a career?"
   - "Hopefully you have learned more about your interests so you can take the first step."

4. Distribute Handout: Leisure Lineup for students to see the relationship between leisure activities and career choices.

a. Give each student a copy of the activity sheet.

b. Read the directions with the student and instruct them to complete the activity sheet.

c. After all have completed the activity sheet discuss:

d. Are most of your chosen leisure time activities done alone or with other people?

e. What ways could you develop your interests and hobbies into a future occupation or career?

f. What is the value of leisure time activities?

5. Distribute Handout: Job Match to have the students demonstrate an understanding of career titles with the actual job.

a. Give each student a copy of the Handout: Job Match

b. Read instructions with the students and instruct students to complete the activity sheet.

c. After completion: Check the answer as total group.

d. 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.

USA Today Newspaper in Education Activity:

Purpose
Students will understand the importance of obtaining an education in order to have a higher paying salary.

Activity
Read several articles in USA Today's Money section. Search for articles that discuss education and how it relates to the amount of salary an individual makes.

Do you think that someone with a high school diploma makes more or less than someone with a college degree?
Share what career you would like to work in and what salary you would like to be making ten years from now.
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>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</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 Interest Research Outline** (Home Learning)

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, for 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)
   a. Discuss the various types of occupations that are portrayed on television.
   b. Have the students come up with a few examples.
   c. Ask them what occupations they think are the most prominent on television.
   d. Distribute the **Handout: What's On TV?**
   e. Explain how to complete the chart and assign it for homework.
   f. The next day, when the students bring in their assignment, discuss all of the occupations that were listed along with their job responsibilities.
   g. For each listing, have the students brainstorm more job duties and responsibilities as you write them on the board.
# Job Interest Survey

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

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

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
   - 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
   - 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.
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.

**Actual Job- Step 2**

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

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

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

**Work Conditions**
- O Indoor work
- O Outdoor work
- O Other____
- O Other____

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

**Earnings**
- O Starting salary
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? ________ 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?
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                          | _______ Writing  |
| _____ Hiking                            | _____ Radio     |
| _____ Dancing                           | _____ Television|
| _____ Art work                          | _____ Piano     |
| _____ Meeting new people                | _____ Being with your friends |
| _____ Singing                           | _____ Indoor sport participant |
| _____ Playing other musical instruments | _____ Outdoor sport participant |
| _____ Conversation in a group          | _____ Taking things apart |
| _____ Solve puzzles                     | _____ Making things |
| _____ Animals/pets                      | _____ 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 ________________________________
**JOB MATCH**

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>TV Show</th>
<th>Job/Career</th>
<th>Job Duties/Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>
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Post-Test
6th-8th Grades

1. If you have concerns and/or problems, you can speak with a _________ at your school.
   A. Teacher
   B. Counselor
   C. Administrator
   D. All of the above

2. If you or someone you know is being bullied you should ____________________.
   E. Ignore the bully
   F. Report the bullying behavior to an adult
   G. Bully that person
   H. None of the above

3. It is better to hang out with the wrong crowd then to have no friends at all.
   True
   False

4. Rate your self-esteem: (circle your response)

   0  1  2  3  4  5
   (low)                 (high)

5. Most students are worried about entering middle school.
   True
   False

6. When you don’t follow rules, there are ______________ for your actions.
   a) consequences
   b) consequences
   c) consiquences
   d) conseqences

7. Rules apply to _____________________.
   a) Teachers
   b) Students
   c) Counselors
   d) All of the above
8. On a scale from 1 to 10, how much are you influenced by what your peers say and do?

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(not much)</td>
<td>(somewhat)</td>
<td>(often)</td>
<td>(most of the time)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

9. If you make a mistake, the best way to handle it is by ________________.
   a) Ignoring it
   b) Taking responsibility
   c) Asking others what they would do
   d) Blaming someone else

10. Define ethnicity:
    _______________________________________________________________
    _______________________________________________________________
    _______________________________________________________________

11. Communication skills include: listening, expressing feelings and ________________.
    a) Body language
    b) Hand gestures
    c) Eye contact
    d) All of the above

12. Organizational skills help you to ________________.
    a) Plan better
    b) Stay focused
    c) Be responsible
    d) All of the above

13. What did you learn from this class?
    _______________________________________________________________
    _______________________________________________________________
    _______________________________________________________________

14. Did you accomplish the 3 goals you established at the beginning of the school year?
    _______________________________________________________________

15. List 3 goals you hope to accomplish before the new school year begins.
   1. ______________________________________________________________
   2. ______________________________________________________________
   3. ______________________________________________________________
1. Briefly explain the difference between Listening and Hearing:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. List three strategies for Active Listening:
1. ________________
2. ________________
3. ________________

3. Body language and facial expression account for what percentage of our communication.
   A. 42%
   B. 28%
   C. 72%
   D. 58%

4. How we interpret body language is universal and it is never impacted by cultural differences. True or False

5. The three types of learning styles are:
   A. Fast, Slow, Normal.
   B. Auditory, Kinesthetic, Visual.
   C. Math, English, Written.
   D. Scientific, Social, Educational.

6. If you wanted to learn more about careers or Tech Prep programs at your school you would go to whom: _______________________ (More than one answer may be correct.)

7. Many careers that are available in private and public practice are also available in the military. True or False

8. The Occupational Outlook Handbook is a tool that can be used for:
   A. Changing your college major.
   B. Work place rules
   C. Career Exploration
   D. Computer Reference Book
9. List three behaviors that make for a successful employee or a student:

1. ____________________
2. ____________________
3. ____________________

10. On average, a person with a Master’s degree will make more than double the salary of a person with only a high school diploma. True or False

11. Match the degree with the career.

A. Physician                         ___ High School Diploma
B. School Counselor            ___ Technical Training
C. Welder                              ___ Doctorate
D. Receptionist                     ___ Master’s Degree

12. List 5 Expenses you might have if you were creating a household budget:

1. __________________
2. __________________
3. __________________
4. __________________
5. __________________

13. Lacking organization skills will hinder my success at work and in school. True or False

14. Which of the following is an important part of teamwork:

A. Active Listening
B. Good Attendance
C. Being Responsible
D. All the Above

15. In 1991 the Secretary of Labor identified skills that every high school student should possess to ensure their successful transition from school to work. The identified skills were Basic Skills, Thinking Skills, Personal Qualities, Work Place Competencies, Interpersonal, Information, Systems and Technology. This report is known as:

A. SLBS
B. CARATS
C. SCANS
D. BTWS

16. Fill in the blank.
Three types of goals are Short-Term goals, Mid-Term goals and ____________________.
17. Which is *not* a characteristic of an effective goal?

A. Goals should be written down.
B. Goals should be specific.
C. Goals should focus on both the ends and the means.
D. Goals should be challenging and impossible to reach.
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Becoming a Good Listener

Lesson I
9th-12th Grade

Inquiry Question:  How can better listening help me to be a better student?

Description:  Students develop listening skills for classroom, public, and personal situations.

USA Today Newspaper in Education Description:  Students will explore factors in the media that influence an individual’s point of view. Students will practice active listening as a means of communication.

Objectives:  The student will be able to:

- Contrast in writing the differences between passive and active listening.
- Identify 10 strategies that will demonstrate active listening.
- Analyze their own listening skills, strengths, and weaknesses.
- Demonstrate new active listening skills in class setting situations.

USA Today Newspaper in Education Objectives:  Students will be able to:

- Identify key points in story as told by another classmate.
- Practice active listening as a means of obtaining accurate and concise information.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

Instructional Time:  Approximately 2 hours.

Accommodations:

Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Preparation/Instructional Materials:

Read and review active listening information –http://en.wikipedia.org/wiki/Active_listening

- CD or cassette player and a song recording
- Resource:  Listening for Success Quiz
- Handout:  So, are you a good listener, or not? Questionnaire
- Handout:  So, are you a good listener, or not? Answer Key
- Handout:  Listening
- Handout:  Guidelines for Becoming a Good, Active Listener – In Class
- Handout:  Guidelines for Becoming a Good, Active Listener – In Public Situations
- Handout:  Guidelines for Becoming a Good, Active Listener – In Friendship, Listening, or One-on-one Listening
Handout: Hearing and the Bird Ear

Activation of Prior Knowledge:

- In their learning logs, notebooks or portfolios – have students to explain the difference between listening and hearing? Ask them to come up with examples of support.

Instructional Lesson:

1. Explain to the students that the object of the lesson is to improve listening skills for the classroom, in social situations, and for the workplace. Teacher will read aloud the four questions on the Listening for Success Quiz and then instruct the students to respond in writing.
   - Review the answers provided and ask students if they are surprised by the amount of time people (45%) spend listening.
   - Ask the students how much time they spend listening during a given day.
   - Set up students for a think, pair, share. Ask the students to generate on paper three to five qualities a good listener demonstrates.

2. Ask the students if they believe they are good listeners?

3. Distribute the Handout: So, Are You a Good Listener, or Not? Questionnaire. Students should be given about 15 minutes to complete this activity.

4. As a class check answers using Handout: So, are you a good listener, or not? Answer Key. Review the answers and survey the class as to levels of listening skills.

5. Ask the students to generate a list of reasons why it is important to be a good listener.

6. Distribute the Handout: Listening.
   - Match the generated list to the handout.
   - Review the concept of passive vs. active listening.

7. Divide the class into four groups. Each group will have to prepare a skit that will teach the rest of the class about the guidelines for becoming a good, active listener.
   - Group #1 receives Handout: Guidelines for Becoming a Good, Active Listener, In Class and will present the concepts in numbers 1 – 8.
   - Group #2 receives Handout: Guidelines for Becoming a Good, Active Listener, In Class and will present the concepts in numbers 9 - 14.
   - Group #3 receives Handout: Guidelines for Becoming a Good, Active Listener, In Public Situations.
   - Group #4 receives Handout Guidelines for Becoming a Good, Active Listener, In Friendship Listening or One-on-one Listening.

8. The skit should cover all of the concepts assigned. The students MAY NOT simply explain the concept, but must demonstrate them. They can use signs, pictures, or other visuals to assist in the presentations.
9. The other students will write down as many concepts as they can identify.

10. After each group has presented, ask the others to generate a list of all of the strategies that they heard in each of the presentations. The group that is able to identify the most listening skills will be considered the winner.

11. Distribute the **Handout: Hearing and the Bird Ear**. Explain to the students that:
   - This is an FCAT practice activity and provides the students with an opportunity to read content in science.
   - The selections are challenging and provide an opportunity for students to practice more difficult reading materials.
   - Allow students to independently read the passage.
   - Then place students into groups.
   - Each group will be assigned one of the six sections to read.
   - The group will read their selection and determine one main idea and three details that support that main idea found in the paragraph(s).
   - Answers will vary. Review the responses from each group.

12. Reinforce the lesson by distributing the **Handout: 10 Ways to be a Better Listener**. Have students think about five to ten things they would like to know about another student. Place students in groups of two and have them interview each other and be prepared to introduce the other student to the rest of the class. They may not use notes or writing implements, and must complete this as an oral task only.

13. At the end of the lesson, ask the students if anyone remembers that you made an important announcement about getting money. Did they hear the announcement? Ask them why they remembered the statement? What does the fact that it was about money have to do with listening skills?

**USA Today Newspaper in Education Activity:**

**Purpose**

Students will practice active listening through the use of summarizing and paraphrasing while using the newspaper as a means of communication.

**Activity:**

Students are to pair up with another classmate and choose two articles from any section of the USA TODAY newspaper. Each student is to read an article and then tell the other team member a brief summary of what the article pertained to how and how they felt about it. Students will then share with the class, the key points about their team member’s article.

**Assessments:** Student participation in skits, interview presentation, and home learning activity will be evaluated. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** To reinforce listening skills, have students create a poem, song, poster, or other creative presentation on the skills involved in active listening which will be played and/or presented at the next class meeting.
LISTENING FOR SUCCESS QUIZ

1. The average speaking rate is ______ words per minute.

2. The average number of words a person can listen to and evaluate is ______ words per minute.

3. Estimate how much of their waking time people spend:

   ______% reading  ______% writing

   ______%listening  ______% talking

4. We listen in ______ spurts and then tune out.

TEACHER KEY:

Fill-in-the-Blanks:

   1. 125 words per minute
   2. 400-600 words per minute
   3. 16% reading, 9% writing, 45% listening, 30% talking
   4. 30 second spurts
SO, ARE YOU A GOOD LISTENER, OR NOT? QUESTIONNAIRE

(Answer "Yes" or "No")

1. ______ I maintain eye contact with the speaker.
2. ______ I rephrase what he is saying in my mind.
3. ______ I find that I don't listen when I don't like the speaker.
4. ______ I listen without interrupting.
5. ______ I sometimes daydream when I should be listening.
6. ______ I try to put myself in the speaker's shoes.
7. ______ While the other person is speaking, I begin phrasing my responses.
8. ______ I ask questions.
9. ______ I try to identify the main ideas.
10. ______ I try to see how the speaker feels about what he is saying.
11. ______ I often finish another person's sentence for him.
12. ______ I change the subject when the subject is related to something I know about.
13. ______ I fidget with keys, paper, change, pens, etc.
14. ______ I nod my head occasionally, smile or frown.
15. ______ I pay attention to my posture while listening to a lecture.
16. ______ I try to figure out what the speaker is going to say next.
17. ______ Once I've made up my mind that I disagree - that's it.
18. ______ I take notes while listening to a lecture.
19. ______ When I become angry with someone who is speaking, I search out the words that make me angry.
20. ______ I try to write down everything the speaker says.
21. ______ I am aware of it when I seem to be resisting the speaker.
22. ______ I'm just not good at some things, and it doesn't matter if I listen or not.
23. ______ I look at my watch from time to time while listening.
So. Are You A Good Listener, or Not? Answer Key

1. yes 11. no 21. yes
2. yes 12. no 22. no
3. no 13. no 23. yes
4. yes 14. yes
5. no 15. yes
6. yes 16. yes
7. no 17. no
8. yes 18. yes
9. yes 19. yes
10. yes 20. no

20-23 Correct = Excellent Listener

15-19 Correct = Good Listener

1-14 Correct = Fair Listener
LISTENING

HEARING is passive - You're practically forced to hear something.

LISTENING is active - you can choose not to listen. Listening is an activity that takes concentration, energy, thinking and willpower. You listen with your eyes, ears, and mind. Anyone can be a good listener as it has nothing to do with IQ or intelligence. It is a skill that can be learned and improved upon.

WHY SHOULD YOU CARE ABOUT BEING A GOOD LISTENER?

1. People will like you more if you are a good listener.
2. People will cooperate with you.
3. Listening will help you make better grades in school.
4. Listening helps you solve problems and reach decisions.
5. Listening to someone else can help them reduce stress and tension.
6. Listening will help you gain information you need.
7. Listening helps you to know what someone’s attitude is.
GUIDELINES FOR BECOMING A GOOD, ACTIVE LISTENER

In Class:

1. Sit where you can see the speaker. If you have trouble hearing or concentrating, sit in the front two rows.
2. Sit up straight with your back in a chair, hold the paper with the non-writing hand in the center of the desk.
3. Maintain eye contact.
4. Tune out noise and talking.
5. Be still and don't fidget with anything (keys, pens, etc.); it's discourteous.
6. Concentrate on your teacher or speaker.
7. Also, concentrate on concentrating. If your attention wanders, jot a quick note to yourself about the intruding thought so you'll remember it later.
8. Be alert for the speaker's feelings and style. Nod your head occasionally, smile, frown, etc.
9. Listen for and write down the main ideas and supporting facts. Avoid writing every word.
10. Use the 5 "Ws" and 1 "H" to focus your listening and note taking skills.
11. Listen for a change in voice when the teacher says something important
12. Rephrase during your extra listening time.
13. Read your assignment before class so you'll be prepared to listen to the lecture.
14. Listen for key phrases:
   a. the most significant outcome  i.  remember that...
b. the main point  j.  this will be on the test
c. the most important reason  k.  three important steps
d. the four causes  l.  first.., second.., third..
e. a major development  m.  let me say again
f. the basic concept  n.  the correct spelling for this
g. on the other hand,..  o.  Does everyone understand?
 h. in summary,..
   p.  Copy this off the board or overhead.
GUIDELINES FOR BECOMING A GOOD, ACTIVE LISTENER

In Public Situations:

1. Always listen with an open mind. Try to analyze your bias and prejudice toward a speaker you don’t like and overcome it. You may be faced with a poor speaker - too slow, too fast, monotone, too loud, too soft, a strange accent, mumbles, rambles, hesitates, shifty eyes, irritating voice. Concentrate on the content, not the delivery.

2. Practice patient, cooperative listening. Listen all the way to the end of a thought. Do not jump to conclusions.


4. To be certain you understand what’s being said, use restatement or "in other words" technique.

5. Be alert to interpret non-verbal signs such as facial expressions, gesture, postures and eye movements. However, remember non-verbal signs can only be interpreted in context.

6. Listen beyond the words; listen to the tone of voice. Does the tone of voice match the words and non-verbal gestures? If not, it's a warning to be suspicious of the speaker’s sincerity.
GUIDELINES FOR BECOMING A GOOD, ACTIVE LISTENER

In Friendship Listening or One-on-One Listening:

1. Listen without Interrupting.

2. Ask questions:
   - close-ended questions that require a one word response; good for fact finding.
   - open-ended questions that require a more lengthy response and will tell you more about a person. Examples: What? Why? How?

3. Refrain from finishing the other person’s sentences.

4. Avoid changing to a related subject until you’re sure the person has said all he wants to say.

5. Analyze the body language, gestures, postures, tone of voice, eye movements, etc. of the person and try to discover his attitude about the subject. Put yourself in his/her shoes.
One of the endearing and endlessly fascinating things about birds is their song. Nearly all birds make some noises. Sound, as a prelude to, and part of, courtship, as a means of simply staying in touch with the flock, as a way of identifying either their young or the parents and as an efficient method of sending out a quick warning of approaching danger. These noises are important part of both a bird's and a bird watcher's life. Naturally, enough if birds are using sound as a means to communicate then they need to be able to hear as well as create sounds. For this, they have, like you and me, ears.

Birds have good ears but they tend to hear things differently from us. Within sounds birds recognize and remember something akin to absolute pitch, whereas humans perceive sounds via relative pitch. Very few humans can hear and remember absolute pitch. Relative pitch however allows us to hear a tune in one octave and still recognize the tune in a different octave. Birds cannot do this. Birds do however recognize 'timbre' (a fundamental note combined with harmonies). Recognizing timbre and harmonic variations gives birds great versatility in the sounds that they can respond to, and in some cases reproduce. Birds also hear shorter notes than we can. Humans process sounds in bytes about 1/20 of a second long whereas birds discriminate up to 1/200 of a second. This means where we hear one sound only, a bird may hear as many as ten separate notes. Some birds such as pigeons can hear much lower sounds than we do. Birds (Pigeons) can be music buffs and can distinguish between human composers such as Bach and Stravinsky.
The range of hearing in many species of birds is comparable to that of mankind. They have the greatest sensitivity to sounds between 2000 and 4000 hertz (cycles per second). This is partly why bird song is so useful in bird identification - it is easy for us to hear - and partly why we find bird song so pleasant. In birds as a whole, the known hearing ranges vary from a lower limit of below 100 hertz to over 29,000, though not all birds have this range. The common Mallard (*Anas platyrhynchos*), for instance, has a range from 300 hz to 8000 hz.

Some birds have hearing much more sensitive than ours. Owls not only are more sensitive to small sounds but have asymmetrical ears (one ear being lower on the skull than the other). This means sounds from a single source reach the ears at slightly different times. This gives the owl the equivalent of binocular hearing, allowing them to pinpoint the source of a sound extremely accurately. Barn Owls, *Tyto alba*, can locate and catch small mammals in complete darkness using only their hearing. Finally, a number of species of owls have tufts of feathers which look like ears and give rise to names like 'Long Eared Owl' and 'Short Eared Owl'. These 'ears' are not ears at all, however, and have nothing to do with hearing.

Birds lack the externally visible part of the ear that we think of as an animal's ear and which is, strictly speaking, called the pinna. The ear of a bird has three chambers much like ours. The outer ear is simply a tube leading to the tympanum or ear drum. Behind this is the middle ear which has a single bone stretched across it called the columella. This is where, in mammals, you have an arrangement of three bones (Hammer, Anvil and Stirrup/Stypes). The inner ear is bathed in fluid, the outer and middle ears being air filled. It consists of five parts, of which two, the semicircular canals (see above) and the utricle are concerned with balance. The other three are the cochlea, the lagena and the sacculus. The lagena is used to help detect low frequency sounds, the sacculus to help detect high frequency sounds and the cochlea contains special sensory hairs which change the physical vibrations caused by the sound waves into electrical impulses to be passed along to the brain.

The ear evolved in fish as an organ of balance and it still performs this function today in both birds and mammals. The part of the ear that is the organ of balance consists of three semicircular canals situated in a part of the inner ear called the utriculus. These three canals along of three special dimensions: one horizontal, one vertical and one sagittal. They contain a fluid and sensitive hairs. Movement of the head causes the fluid in the canals to move, which energizes or triggers the sensory hairs. The degree of movement of liquid in each canal combines to tell the bird exactly where its head is at any given moment in time. This is very similar to how the human sense of balance works. Naturally, for creatures who move in a more fundamentally three dimensional universe than we do, a good sense of balance is very important.
Birds start using calls early in their lives, in some species even before they are hatched. Quail chicks use calls to communicate with each other and their mother from inside their eggs. They are able to synchronize their hatching so that they all emerge from the eggs within the space of a couple of hours. Pelican chicks tell their mum if they are too hot or cold from inside the eggs. Chicks also listen to their parents while inside the eggs. This way they come to recognize their parents even before emerging from the eggs. Some birds such as Mallards have special maternal calls that they give while incubating the eggs so that after hatching, the mother only has to give this call to have the chicks rush to her for protection.

Sound is often more important than sight in parent-offspring recognition. A deaf female turkey is unable to recognize her own chicks and chickens cannot recognize silenced chicks (with a belljar over them). Experiments have also shown that, in colony nesting birds, young birds can recognize their own parents by their calls alone, though they all sound the same to us.

Not all young birds learn to recognize their parents, or vice versa, immediately. In Herring Gulls, about 5 days pass before this recognition takes place, while Kittiwakes take up to 5 weeks for recognition to register.

Birds also distinguish their mates by call. Gannets are colony nesting birds and a nesting site can have thousands of birds coming and going in a noisy melee that would befuddle a human listener, yet gannets can distinguish the calls of their particular mate from all those around them on the basis of only 1/10 second of the total call.

Birds use sounds other than those created by their vocal chords. Sounds can be created by stamping as in Coots, or by clacking the mandibles together as in Frigate birds, Albatrosses and Storks. Birds also use their wings to create sounds, simply by clapping them together as the wood pigeon or by having modified feathers which vibrate at a set frequency when exposed. Snipe use this during courting. Two feathers on either side of the tail vibrate as the bird falls out of the sky. Other birds which make sounds with their wings include Mute Swans, Broad-tailed Hummingbirds, Bellbirds and the New Zealand Tui. Perhaps the best known of these percussive sounds is the drumming of woodpeckers. Each woodpecker, in those species tested, has its own drumming pattern so male and female birds can easily recognize each other while they are out foraging.
| 6 | Perhaps the most unusual, however is, the Palm Cockatoo which makes drumsticks from twigs and beats them against a hollow log in time with a pirouette during courtship.

   Several species of cave dwelling birds use echolocation similar to bats to detect objects around them in the dark. Swiftlets from S.E. Asia, also known because some of them produce the nests used in making bird-nest soup, use sounds with a frequency between 4.5 and 7.5 kHz to navigate in the caves they nest in. Oilbirds in South America also nest in caves and use sounds in a range between 1.0 and 15 kHz emitted in staccato bursts to navigate inside the cave. Unlike the Swiftlets, Oilbirds are nocturnal but they do not use their echolocation outside of the cave. The sounds both these species use are audible to the human ear and sounds caused by a flock disturbed by a human intruder into their nesting caves have lead to many tales of devils and demons. The echolocation of both these species is considerably less efficient than that of bats because the sounds are lower and therefore have longer wavelengths. This means that they cannot distinguish smaller objects. Oilbirds cannot, apparently, detect anything smaller than about 15 cm diameters while Swiftlets have a lower size limit of about 6 cms diameter. |
Inquiry Question: What behaviors contribute to having a positive atmosphere in school?

Description: This lesson helps students create awareness and change behaviors to help them be more successful and create a positive atmosphere in school. It also helps to boost their self-confidence in learning ways to deal with other students that are bullies.

USA Today Newspaper in Education Description: Students will understand the negative effects that result from gossiping.

Objectives: The student will be able to:

- Identify 7 strategies that will demonstrate barriers to gossip.
- Analyze in writing their positive response to negative behaviors.

USA Today Newspaper In Education Objectives: Students will be able to:

- Find positive ways to channel their energy and communicate their emotions.
- Understand that gossiping brings negativity and distress to their lives.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 90 minutes.

Preparation/Instructional Materials:

- Read the explanation of gossip from Webster’s Dictionary and Wikipedia.org.
- Handout: The Definition & Effects of Gossip.
- Handout: Scenarios of Gossip.
- Handout: Seven Strategies to Combat Gossip
- Handout: Gossip And Rumors: What The Words Mean

Activation of Prior Knowledge:
In their learning logs, notebooks or portfolios – have students explain the difference between communicating positive and negative information to their friends.

**Instructional Lesson:**

Explain to the students the definition of gossip. The teacher will read aloud four scenarios concerning school and workplace gossip.

1. Distribute **Handouts: The Definition & Effects of Gossip and Scenarios of Gossip.** Students should be given 20 minutes to respond to the scenarios.
   - Ask students to read their responses to the scenarios.
   - Ask students what conclusions can be drawn in regards to how information can be interpreted and misinterpreted and how this effects communication.

2. Distribute the **Handout: Seven Strategies to Combat Gossip**
   - Ask student volunteers to share with the group some of the strategies they think will be helpful in their everyday life concerning gossip.
   - Generate a discussion of how gossip is fostered in school and how the student can circumvent spreading gossip and being victimized by gossip.

3. Distribute the **Handout: Gossip And Rumors: What The Words Mean**
   - Ask Students to give examples of the difference between Rumors and Gossip.
   - Complete the chart with the examples.
   - Allow students to share personal experiences.

**USA Today Newspaper in Education Activity:**

**Purpose**
Students will identify characteristics of gossip.

**Activity**
*Have students search through the USA TODAY newspaper see if they find any articles that they feel could be described as gossip. Explain what you feel is gossip?*

*Do you feel the media is used many times to exploit or gossip or talk negatively about famous people? How does that make you feel? Has anyone ever said anything about you that was not true? Describe how that made you feel?*

**Assessments:** Student participation in class discussion and response to scenarios, and home learning activity will be evaluated. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Have students recall a situation where they have gossiped about someone and how this affected them and the person being talked about. Have them state the positive or negative outcomes and possible solutions to avoid future conflict.
Definition & Effects of Gossip

From Wikipedia, the free encyclopedia

Gossip consists of casual or idle talk of any sort, sometimes (but not always) slanderous and/or devoted to discussing others. Compare backbiting.

While gossip forms one of the oldest and (still) the most common means of spreading and sharing facts and views, it also has a reputation for the introduction of errors and other variations into the information thus transmitted. The term also carries implications that the news so transmitted (usually) has a personal or trivial nature. Compare conversation.

Some people commonly understand gossip as meaning the spreading of rumor and misinformation, as (for example) through excited discussion of scandals. Some newspapers carry “gossip columns” which retail the social and personal lives of celebrities or of elite members of certain communities.

Gossip Effects:

- Spread of misinformation
- Confusion
- Emotional pain
- Fights
- Suspensions
- Friends to break up

Before you pass on gossip or respond negatively to gossip you should:

1. Think about how this will affect your life
2. Consider, “Am I helping or hurting someone?”
3. Think – “Do I want people to say rumors/bad things about me?”
Scenarios of Gossip

Here are some scenarios. On a separate sheet of paper or on the back of this one, please write your honest responses to these scenarios. We will have a class discussion when you are finished.

1. Your best friend tells you that she saw your boyfriend/girlfriend out on a romantic date with someone else. Your friend tells you to confront the parties concerned. What do you do?

2. You heard that your co-worker/classmate was at a party, got into a fight, and has been arrested. You only told a few people. Now his sister, your friend, is demanding that you explain why you are spreading false rumors about her brother. What do you do?

3. Your boyfriend/girlfriend breaks up with you for someone else. You have an opportunity to tell intimate secrets about your ex online and no one will ever know it was you – What do you do?

4. You and your co-workers/classmates have heard that a fellow co-worker/classmate is having an improper relationship with a supervisor/teacher. Your friend is telling everyone, you listen and smile - but you don’t say anything. Are you gossiping? Explain.
Seven Strategies to combat gossiping in the school and workplace.

1. Do Not listen to gossip. You can simply say, “I really don’t want to listen to this,” the gossip will either move on or students will stop talking about it.

2. Ask the person spreading the gossip, “Is this really true? How do you know that this is true?” Sometimes being confronted with the truth will make the person gossiping stop and think.

3. Do Not use the internet to talk about people or discuss intimate details of your life.

4. When you are angry or hurt, this is not a good time to share your feelings about someone. Go for a walk or go to the gym and workout. Talk to your parents/guardian or a counselor about your feelings. Keep a cool attitude!!

5. If the rumor is about you, remain CALM. Don’t let people see you sweat. Sometimes people do horrible things to you because they want to get a response. They like to see you act out. Don’t give them the reaction or attention they crave.

6. If you are threatened or you feel harassed – talk to your counselor, parents or supervisor if this is happening at work. The situation may require adult intervention. Especially if you are afraid to attend, school or go to your job. If your supervisor at work is harassing or bullying you, please notify your parent/guardian right away.

7. Do not strike back at the people talking about you. Sometimes this escalates into a verbal or physical conflict. Sometimes ignoring rumors is the best solution. If you start to feel threatened or experience excessive stress, notify a counselor and your parent/guardian.
Gossip And Rumors: What The Words Mean

So what ARE rumors, exactly? Is there a difference between a rumor and a piece of gossip? Well, this is what characterizes a rumor:

- A rumor is a piece of information or a story that has not been verified, meaning that the person telling it doesn't know if it's true or false.
- Rumors spread from person to person, or can spread from one person to a whole bunch of people at once.
- Rumors can change slightly each time they're told, so they get more exaggerated over time.
- Most people who spread rumors don't care if the story is true or not, and don't bother to check it out.
- A rumor might be true, it might be partially true and partially made up, or it might be totally made up. Unless somebody can definitely say that a story is real or fake, it will stay a rumor.

Here's a good example of a rumor: “I heard that anybody who fails the next history test is going to have to repeat the course over the summer.”

Gossip, on the other hand, is a little different:

- Gossip is talk that is somehow “juicy,” meaning it deals with subjects that are shocking or personal.
- Gossip is usually about things like love and relationships, or private things that people don’t talk openly about.
- Gossip about a person is usually spread behind that person’s back.
- Gossip can be true, false, or a rumor.
- When a piece of gossip is known to be false, it’s a lie, plain and simple.
- Someone who spreads a lot of gossip can be called “a gossip.”
- If a piece of gossip about somebody is true, it can still be very hurtful because that information may be private and personal.

Here’s an example of gossip: “Jane told me that when she tried to ask Craig out to a movie, he got so nervous that he almost fainted!”
Good Self-Esteem
"Catch it. It is Contagious!"

Lesson III
9th-12th Grades

Inquiry Question: What factors boost self-esteem?

Description: This lesson will help students identify self-esteem and factors that contribute to it.

USA Today Newspaper in Education Description: Students will be able to identify positive situations in which individuals showed faith in themselves and their positive self-esteem helped them become successful people.

Objectives: The student will be able to:

- Identify a minimum of five factors that contribute to good self-esteem.
- Analyze in writing the positive response for good self-esteem.
- Explain orally why good self-esteem is important for good health and success in life.

USA Today Newspaper In Education Objectives: Students will be able to:

- Find that staying focused and motivated will keep them positive in their lives.
- Understand that they can set out to do whatever they set their minds to do.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge skills and attitudes that contribute to effective learning.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP- General accommodations and Best Practices are listed in the introduction.

Instructional Time: Approximately two 45 minute blocks

Preparation/Instructional Materials:

- Read the explanation of self-esteem from the dictionary and What is Self-Esteem? [http://www.more-selfesteem.com/whatisselfesteem.htm](http://www.more-selfesteem.com/whatisselfesteem.htm)
- Handout: What is Self-Esteem? The effects of love, appreciation, being wanted, praise, and respect.
- Handout: Low Self-Esteem can be cured! Here is how [http://www.more-selfesteem.com/low_self_esteem.htm](http://www.more-selfesteem.com/low_self_esteem.htm)
- Explains how to start living a life filled with more happiness and meaning now!

Activation of Prior Knowledge:

- In a learning log or portfolio have students communicate how good feedback on every level of life helps to build good self-esteem and the opposite effect, if constantly given, negative feedback.

Instructional Lesson:

Discuss with the students the following vocabulary words:

- love
- respect
- appreciation
- praise
- wanted
- recognition
- fair
- just
- happiness
- failure
- challenge
- success
- progress
- goal
- failure

1. Ask students to share an experience that boosted their self-esteem. Explain how the experience will affect their future career and how the action had a positive effect on them.

2. Ask students to complete a personal inventory to help them achieve better self-understanding. Have students fill in blanks or checking the answers that apply to them. You may copy the inventory for students, read it out loud, or write it on a piece of newsprint and post it in the classroom. Follow up with discussion questions.

3. Then ask students to take the information they learned about themselves and create a drawing, collage, or short essay that illustrates who they are. Make available paper, art supplies, and magazines to cut up. Give students about 20 minutes to complete their projects. Then allow them to share with the class.

4. Ask students to name important people that are successful because of a good sense of self-esteem.

5. Ask students to report on one of the following persons: Albert Einstein, Harriet Tubman, Thomas Alva Edison, Jackie Robinson, Helen Keller, Tyler Perry.

USA Today Newspaper in Education Activity:

Purpose

Students will search the USA TODAY newspaper and find articles in which individuals expressed a high level of self-esteem.
Activity
Have students search through the USA TODAY newspaper and find articles in which individuals expressed a high level of self esteem. Describe what that means to you. Did the individual or group of individuals succeed by sitting back and letting things just happen or did they succeed because they had faith in what they set out to do?

Explain the article and describe the characteristics of the person who expressed high self-estee. Do you consider yourself a person with good self-esteem? If not what could you do to make it better?

Assessments: Class discussion and exchange of ideas. The inquiry question "Good Self-esteem" will be asked again.

Follow-up Activities/Home Learning/Parent: Have student interview a family member, guardian, friend, or community person. Ask student whether this lesson made a difference in changing their self-esteem. Why?
What is Self-Esteem?

Self-esteem is the opinion you have of yourself. It is based on your attitude to the following:

- Your value as a person
- The job you do
- Your achievements
- How you think others see you
- Your purpose in life
- Your place in the world
- Your potential for success
- Your strengths and weaknesses
- Your social status and how you relate to others
- Your independence or ability to stand on your own feet

What is Low Self-Esteem?

Low self-esteem can result from you having a poor self-image caused by your attitude toward one or more of the above. Example: You feel that you have no purpose in life.

What is High Self-Esteem?

High Self-Esteem is the opposite! If you have a high level of self-esteem
You are more confident, happy, sure of yourself and more motivated and have the right attitude to succeed.

Self-Esteem is therefore important to you and is a cornerstone of a positive attitude towards living.
Low Self-Esteem can be cured! Here is how

A poor sense of self-esteem can be beaten.

You can begin living a life filled with more happiness and meaning now!

Poor self esteem can be unlearnt so take heart there is help!

Low Self-Esteem - Here's what to do:

- Low self esteem feeds on negative messages and thoughts so **Don't indulge in self-criticism.** Why are you joining the other side to wage war against yourself? Silence your inner judge.

- **You can choose to please yourself before others.** It is considerate when you care about others feelings but aren't your needs just as important? Don't neglect yourself!

- **Don't try to be like someone else.** This leads to lack of self-worth and confidence. You are unique and you cannot be someone else. Strive to be better yes but don't criticize yourself for not being as successful, as beautiful, as slim or as popular as someone else. You deserve better.

- **Take life and yourself less seriously.** Failure just means you are not successful YET. Everybody fails on their way to succeeding, don't took on it as failure but as a means to learning. Perhaps you just need a change of direction. Problems can make you stronger if you strive to overcome them.

- Self-worth, confidence and assuredness will increase when you **Focus on your needs and desires.**
Self-Esteem Test

Directions:

- Complete this self-esteem test by answering yes or no to each question.
- Use this test before and after this lesson so students can reflect on their levels of self-esteem.

1. ________ I accept others for who they are.

2. ________ I am glad of who I am.

3. ________ I like being around people.

4. ________ I need respect and love.

5. ________ I do not need praise all the time.

6. ________ I like being myself.

7. ________ I make friends easily.

8. ________ I am positive and happy.

9. ________ I am assertive and not aggressive.

10. ________ I accept constructive criticism when needed.
Personal Inventory

School Subjects

1. I like _______________.
2. I do not like _______________.
3. I am good at _______________.
4. I am not good at _______________.
5. I am good at this subject, but I do not like it: _______________.
6. I am not good at this subject, but I like it: _______________.

Activities

1. I like _______________.
2. I do not like _______________.
3. I am good at _______________.
4. I am not good at _______________.
5. I am good at this activity, but I do not like it: _______________.
6. I am not good at this activity, but I like it: _______________.
7. I prefer being involved in individual activities _____ or group activities ___. (Check one.)

Relationships with Friends and Adults (Check the statements that apply to you.)

1. I am generally well liked: _______________.
2. I am generally not well liked: _______________.
3. I have a group of friends: _______________.
4. I prefer having one or two friends: _______________.
5. I am a leader: _______________.
6. I am a follower: _______________.
7. I prefer people who like the same things I like: _______________.
8. I prefer people who like different things: _______________.
9. I have the support of significant adults in my life: _______________.
10. I have the support of a group of peers: _______________.

Food Preferences

1. I like to eat _______________.
2. I do not like to eat _______________.
3. I do _____ do not _____ eat a balanced diet. (Check one.)

Relaxing

1. I relax by _______________.
2. I like relaxing alone _____ or with other people ____. (Check one.)
3. After this activity, I always feel calm and peaceful: _______________.

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1. Using what you learned about yourself from the inventory, do you think you have high self-esteem or low self-esteem? What is one thing you can do to build your self-esteem? (Be sure to tell students that they need not share this information with anyone. These are questions that they can think about as they begin to learn more about themselves.)

2. What do you think the relationship is between self-esteem and becoming involved with drugs, alcohol, or a potentially bad crowd at school? Do you think that a person with high self-esteem or low self-esteem would be more likely to do those things? Give reasons to support your ideas.

3. Do you have a friend who has low self-esteem? What are some of the signs of low self-esteem? What could you do to help your friend raise his or her self-esteem?
Building Your Child's Self-Esteem

Factors affecting children's self-esteem:

- How much the child feels wanted, appreciated and loved
- How your child sees himself, often built from what parents and those close say
- His or her sense of achievement
- How the child relates to others

Your child's self-esteem can be increased by you:

- Appreciating your child
- Telling your child that you love them
- Spending time with your child
- Encouraging your child to make choices
- Fostering independence in your children
- Giving genuine importance to your child's opinion and listening
- Taking the time to explain reasons
- Feeding your child with positive encouragement
- Encouraging your child to try new and challenging activities

Appreciating your child

A child's self-esteem will suffer if he or she is not appreciated. Children know if you are sincere or not. If you spend time together, you must enjoy or there is no point. Show appreciation at all times. Tell your child you love him or her - this is appreciation. Thanking a child when he does something good is reward enough - Children like to please.

Encouragement

Self-esteem is boosted with your encouragement. Encourage decision making skills. This will lead to a feeling of confidence and independence.

Praise

Self-esteem comes from what you think about yourself, praise is external. Encouragement is better than praise.
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The Body Has the Last Word

Lesson IV
9th-12th Grade

Inquiry Question: What does my body language say about me or others around me?

Description: Students will demonstrate body-language techniques as non-verbal communication and explain how body-language hinders or helps success.

USA Today Newspaper in Education Description: Students will identify articles in the newspaper that can be used to describe their point of view, thoughts or feelings.

Objectives: The student will be able to:

- Infer information from non-verbal communication.
- Role-play a scenario with non-verbal communication (body language).

USA Today Newspaper in Education Objectives: Students will be able to:

- Students will infer information from non-verbal communication.
- Express emotions through the use of other non-verbal means of communication such as the newspaper.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.0
Students acquire the knowledge, skills, and attitudes that contribute to effective learning.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours.

Preparation/Instructional Materials:

Read the explanation of body language from
- Handout: The Body Has the Last Word Picture Story
- Handout: The Body Has the Last Word
- Role Play Directions (Teacher must cut up role-play sketches into paper strips or place each sketch on a 3 x 5 card.)
- Develop a KWL Chart

Activation of Prior Knowledge:

- Have students create their own KWL chart entitled “What are types of communication?”
- Independently students will fill out the ‘K’ – as a class, list the ideas on a chart. Offer body language as an important form of communication.
• Working in pairs have students brainstorm the ‘W’ – what do they want to know about Body Language
• At the end of the lesson – as part of assessment – have students independently complete the ‘L’ – indicating what they learned.
• Review the concept of how body-language is an important form of communication

Instructional Lessons:

1. Distribute the **Handout: The Body has the Last Word Picture Story**
   - Select one of the scenes or pictures depicted and create a one page story.
   - Ask for volunteers to read their story.
   - Ask the students what conclusions can be drawn in regards to the fact that some students have different or similar interpretations of the scenes depicted.

2. Distribute the **Handout: The Body Has the Last Word**.
   - Instruct the students to read the material underline main points and then discuss body language (non-verbal communication) affects how things can be interpreted or misinterpreted.
   - Ask student volunteers to share what they thought was the most interesting point found in the article. Challenge students to come up with other forms of body language that is both positive and negative. Generate a discussion of cultural forms of body language.

3. Distribute and discuss the Role Play Directions
   - Assign skits, allow for time to brainstorm, plan and practice their skits.
   - After the students have performed the role playing skits, have the class generate a list of body language actions that were demonstrated.
   - Review what these actions may communicate.

4. Review the “L” column of the KWL chart.

**USA Today Newspaper in Education Activity:**

**Purpose**
*Students will identify articles in the newspaper that can be used to describe their thoughts and feelings.*

**Activity**
*Look through USA Today’s paper, and compile a list of 20 words that describe what you are feeling.*

*Once you have a list of words, write a short paragraph using some or all of the words to tell a story about yourself. Team up with a partner and share your list of words and compare any similarities or differences*

**Assessments:** The KWL chart, role-play skits, class discussion, and home learning assignment. Answer the inquiry question.
**Follow-up Activities/Home Learning/Parent:** Have the students generate a list of five body language actions that **should** and five body language actions that **should not** be demonstrated in each of the following situations:

- a job interview
- a classroom
- a date
- a basketball game
- a meeting with a friend’s parents
Select one of the pictures or scenes from above and write a one page story about what you think is happening in the picture just by what you see in the body language or facial expression.
The Body Has the Last Word

Posture and Facial Expression make up most of our communication

Body language and facial expressions are crucial aspects of active listening and are a major factor in the communication process - much more than most people realize.

Research has shown that 58% of our communication is through body language and facial expression, 35% through the tone of voice used, and only 7% through the actual words we use. Here are some examples of what body language tells us.

- Folded arms show that the person is withdrawing, trying to cut himself or herself off from an uncomfortable situation (unless, of course, he is just cold).
- Fiddling or fidgeting indicates that the person is nervous, anxious, uncomfortable or maybe even bored.
- Hands on hips with elbows forward, is a display of anger and aggression, and elbows back with hands on hips indicate confidence and flirtatiousness. A chin held high, with eyes looking down at a person, reveal an arrogant, superior attitude, and a low chin and eyes looking up show someone who is shy, retiring and lacking self-esteem.
- Legs crossed towards someone reveal interest in that person, but legs crossed away from someone show a lack of interest.
- Looking away and not making eye contact, may indicate guilt, embarrassment, boredom, or being uncomfortable with a situation.
- A stiff posture may indicate fear, while a slouching posture might indicate indifference.

Of course, interpretation of body language may differ significantly from one person to the next and from one culture to another.

Think of how you interpret particular postures and facial expressions and then compare your view to your friends' interpretations, and to those of adults. For example, in Western culture, making eye contact is seen as a sign of being truthful, straightforward, confident and honest. In traditional African culture, however, it is seen as arrogant and disrespectful. Think about how these two views can cause serious misinterpretations. Misinterpretation generally leads to poor communication. In the Middle East, standing close to someone is very acceptable. In Western cultures, standing too close to someone is viewed as threatening.

Sometimes the messages you send out via body language and facial expression are not necessarily the messages you think you are sending out, and they are often not the messages that are going to get you the result you want.
Role Play Directions

(For Teacher Use Only)

Instruct students to work in groups of two. Each pair will get a scenario to enact. The pair must create a mime (no words) which demonstrates the negative and/or positive body language identified in the scenario.

Instruct the audience to:

1. Try to figure out the scenario.
2. Write down all of the body language they observe.

Each group will have approximately five minutes to prepare their mimes.

Teacher will provide each group with ONE scenario only on a strip of paper.

The role-play scenarios are:

- A student is being accused of copying answers from another student’s exam.
- A parent won't let a teenager go out with friends.
- Friend A is trying to get friend B to do something she doesn't want to do, e.g., smoke, steal, or cheat.
- Teenager A accuses Teenager B of stealing something from his school bag. Teenager B did not do it.
- Teenager A wants to ask Teenager B to go to the school dance.
- The coach calls foul play against a player - but the player knows it was someone else's fault.
- Student A is listening to music which student B finds to be too loud and annoying and wants student A to stop. Student A doesn’t want to turn down the music.
- Customer A is in a ten-item only line at a grocery store. Customer B has 40 items and is putting them on the counter very slowly, one item at a time.
- Teenager A keeps touching Teenager B who finds the physical contact inappropriate. Teenager A thinks it is just playful. Teenager B thinks it is highly annoying.
- Student A is bored in class but needs a good grade in order to graduate.
• Teenager A has an after-school job which she really needs. Her boss gives her multiple tasks to complete which she does not think she can finish in one afternoon. Just before it is time to leave her boss gives her another task which must be completed by closing time.

• Student A does not particularly like world history. The homework assignment is going to be particularly long and the teacher wants the students to review the assignment before dismissal.

• Parent A, while cleaning up a teenager’s room, inadvertently finds a banned, illegal substance in the room and confronts the teen about it.
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How Do I Learn?

Lesson V
9th-12th Grade

Inquiry Question: There are many ways to learn – which is my learning style?

Description: This lesson helps students create an awareness of their personal learning styles. Students develop techniques to enhance learning and understanding of content materials.

USA Today Newspaper in Education Description: Students will identify leadership qualities and how those qualities can assist them in being successful in the future.

Objectives: The student will be able to:

- Assess his/her own learning style.
- Create self improvement strategies that are aligned with his/her identified learning style.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify their strengths and attributes which may categorize them as having leader qualities.
- Analyze how identifying their interests, strengths and weaknesses will assist them in career exploration and choices.

Student Development Framework Standards and Benchmarks:

Benchmark PS 3.3
Recognizes one’s strengths and limitations

Benchmark PS 3.1
Demonstrates common study skills and habits that contribute to effective learning

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours.

Preparation/Instructional Materials:

- Handout: The Types of Learners
- Handout: How Do You Learn?
- Handout: Scoring
- Handout: Suggestions for Auditory Learners, Kinesthetic Learners, and Visual Learners
- Learning Styles Explained (For Teacher Review) http://www.ldpride.net/learningstyles.MI.htm#Learning%20styles%20Explained
- Handout: Cloze Activity
- Online learning styles test. http://www.ldpride.net/learningstyles.MI.htm
Teacher developed Cloze Activity – see example.
Index cards (6 each) that state either Auditory Learner, Kinesthetic Learner, or Visual Learner (teacher created)

Activation of Prior Knowledge:

Using an overhead projector, ask students to write down a response to the following scenario:

You have just been chosen to play a part in the school play. This is something you wanted to do for a very long time. Your part is long and rehearsals will start in one week. How will you learn your part? Identify as many strategies as you can think of that will get you ready in one week’s time.

Instructional Lesson:

Teacher Preparation – Read and review learning styles explained http://www.ldpride.net/learningstyles.MI.htm#Learning%20styles%20Explained

1. Review the activation to prior knowledge scenario. List student responses on a blackboard, overhead, or chart paper. Help students reach the conclusion that many different types of strategies can be used to accomplish the same task. Ask students to guess which type of learning style they think they are.

2. Distribute Handout: The Types of Learners.
   - Using “jump-in” reading, introduce students to three different learning styles: auditory, kinesthetic, and visual, and draw a picture in the margin to help them remember each style of learning.
   - Ask the students how this is similar to My Strength and Smartness lesson.

3. Distribute the Handout: How Do You Learn? Instruct the students to complete the inventory and assignment.

4. Distribute the Handout: Scoring.
   - Review the assignment with the students, especially the scoring method. Students will complete steps #1 - #5.
   - Review each step and instruct the students in each step.
   - The students will form a conclusion based upon the graph results. (Example: Students are mostly visual learners.)

5. While students remain in groups of four, distribute Handout: Suggestions for Auditory Learners, Kinesthetic Learners, and Visual Learners.
   - Instruct the students to read the suggestions for each type of learner.
   - Distribute one index card to each group – Auditory Learner, Kinesthetic Learner, or Visual Learner
   - Instruct the groups to make a presentation about one of the suggestions in the particular style listed on the card. (Examples: make up a song for setting specific study goals; juggle vocabulary words; draw a picture to understand a concept, create a RAFT.
   - The class will have to guess which learning style is being portrayed.
USA Today Newspaper in Education Activity:

Purpose
Students will identify qualities that make someone a leader.

Activity
- Identify five leaders mentioned in today’s NEWS section.
- Next to each name, list the characteristics that are attributed to this person.
- What qualities do you think you possess that are similar?
- Do you see yourself as someday being a leader?
- What job do you think you would best be able to lead a group of people?

Assessments: Completion of graphs and the How Do You Learn? Presentation. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Option – Goal 3 - My Learning Strengths and Smartness – Review step #7 – students may add to this part of the lesson.

Each student will identify and create a chart of the five strategies which best assist in their preferred learning styles.
The Types of Learners

AUDITORY LEARNERS:

Those who have a preference for learning through the auditory mode learn best by listening to lectures and discussions. They learn best when they participate in discussions or respond to questions. Auditory learners like to listen to tape recordings of material and to have a chance to ask questions about what they have learned or do not understand. Seminars and discussion classes fit auditory learners best. Auditory learners usually have some difficulty in spelling because they try to spell by sounding words out, but many of the same phonetic sounds in English can be spelled in a variety of ways.

KINESTHETIC LEARNERS:

Those who have a preference for learning through the kinesthetic mode learn best by doing. They often find all the explanations, visual presentations, and discussions confusing. Kinesthetic learners prefer to use a trial and error method of learning. They have strong feelings as to whether something is right or wrong, good or bad, but often have difficulty explaining why they feel that way. Kinesthetic learners do well in classes where they can use their hands to create and develop what they learn; classes like woodworking, cooking, doing experiments, etc. Kinesthetic learners usually have some difficulty in spelling.

Knowledge of your learning preferences can be used in structuring your learning experiences and studying. Selection of classes, choice of teachers, and selection of subject matter can be enhanced with this knowledge. Learn to build on your preferences to increase your learning effectiveness. You can use this information to develop and strengthen other learning modes.

VISUAL LEARNERS:

Those who have a preference for learning through the visual mode learn best by reading, watching, observing. They like to visualize when they learn. They learn best when they can see how things are done or how things are related. Visual aids - movies, pictures, graphs, etc. - help visual learners. Visual learners are usually good spellers because they visualize words and can tell from the way a word looks whether it is spelled correctly.
HOW DO YOU LEARN?

Name: _______________________________ Date: _________________ Period: ________

Each of us develops preferred ways of learning. Some like to learn by watching others and observing how a task is done. Some prefer to learn by listening and discussing a topic. Others prefer to learn by doing or by trying things out. We call these three preferences: Visual, Auditory, and Kinesthetic.

Directions: The purpose of this inventory is to help you assess how you prefer to learn. This is not a test. There are no correct or incorrect answers.

STEP #1: Read the 30 questions. For each item, circle one of the responses that best applies to you: (1) Almost Never; (2) Rarely; (3) Sometimes; (4) Frequently; and (5) Almost Always.

<table>
<thead>
<tr>
<th>Almost Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost Always</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>1 I like using my hands when learning about something</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2 I like seeing how a task is done before trying it</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3 I would rather learn about the news listening to the radio than reading about it.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4 I listen to the tone of the speaker’s voice for the meaning.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5 When someone is talking, I get a lot out of how that person uses gestures.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6 When people introduce themselves, I try to visualize their names.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7 I would rather participate in an activity than watch others do it.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8 I tune a radio more by sound than by numbers on the dial.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9 When someone gives me a complicated problem, I prefer to see it on paper rather than hear about it.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>10 I prefer classes in which I am actively doing something.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>11 For me, doing is learning.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>12 For me, seeing is believing.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>13 I choose my clothes by the way they feel on me.</td>
</tr>
</tbody>
</table>

137
<table>
<thead>
<tr>
<th>Almost Always</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>1 2 3 4 5</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I visualize events, places, and people.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I depend upon the radio for keeping up with what's happening in the world.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I like to explore objects by feeling their texture, shape, etc.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would rather watch an athletic event than participate in it.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I learn best when I can discuss my ideas with others</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I learn best from teachers who have distinctive voices, speaking and lecturing styles.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I can tell more about persons from hearing their voices than from seeing them.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I like reading books which are illustrated better than books with no pictures and graphs.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I enjoy classes in which teachers use many visual aids.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I would rather listen to records than read.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I like classes that have planned activities and experiments.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I am fascinated by sounds.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Listening to music is one of my favorite past-times.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The things I remember best are things in which I have participated.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In trying to remember where I left something, I visualize where I placed it.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learning only has meaning for me if I get a chance to try it.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>When learning, I like to sit back, listen and absorb what is being said.</td>
</tr>
</tbody>
</table>
SCORING

STEP #2: Next to each number, place a V, A, or K according to the list below.

<table>
<thead>
<tr>
<th>Learning Modes</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISUAL</td>
<td>2, 5, 6, 9, 12, 14, 17, 21, 22, 28</td>
</tr>
<tr>
<td>AUDITORY</td>
<td>3, 4, 8, 15, 19, 20, 23, 25, 26, 30</td>
</tr>
<tr>
<td>KINESTHETIC</td>
<td>1, 7, 10, 11, 13, 16, 18, 24, 27, 29</td>
</tr>
</tbody>
</table>

STEP #3: Review all of the V scores. Add up all of the numbers you identified as a V. Example, if you marked 5 for question #2, and 4 for question #5, your score would equal 9. You have to add up all of the items. Next, after you have added up all of the V, add up the A, and then add up the K items.

Work Space:

Which was your highest score, visual, auditory, or kinesthetic?

STEP #4: Your next task is to create a graph that reflects your learning modes. Refer to the scores that you tallied for each learning mode. Place an X at the appropriate interval identified by your score and then complete the bar by shading the space with a pencil or marker.

<table>
<thead>
<tr>
<th>Your Learning Style Bar Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
</tr>
<tr>
<td>40</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>Visual</td>
</tr>
</tbody>
</table>

STEP #5: The next task is to get into a group of 3-4 students. Review each student’s bar graph. How do most of the students in your group learn?
SUGGESTIONS FOR AUDITORY LEARNERS

You will learn better when information comes through your ears. You need to hear it. Lecture situations will probably work well for you. You may not learn as well just reading from a book. Try some of these suggestions and create some more that will work for you.

Try studying with a buddy so you can talk out loud and hear the information.

• Recite out loud the thing you want to remember (quotes, lists, dates, etc.).

• Make tape cassettes of classroom lectures, or read class notes onto tape. Summarizing is especially good. Try to listen to the tape three times in preparing for a test.

• Before reading a chapter, look at all the pictures and headings, and then say aloud and write down what you think this chapter will be about.

• Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definition. Check the back to see if you were right.

• Before beginning an assignment, set a specific study goal and say it out loud. Example, “First, I will read my history chapter.”

• Read aloud whenever possible. In a quiet library, try “hearing the words in your head” as you read. Your brain needs to hear the words as your eyes read them.

• When doing complicated math problems, use graph paper (or use regular lined paper sideways) to help with alignment. Use color and graphic symbols to highlight main ideas in your notes, textbooks, handouts, etc.
You will learn best by doing, moving, or hands-on experiences. Getting information from a textbook (visually) or a lecture (auditorily) is just not as easy. Try some of these suggestions and create some more that will work for you.

- To memorize, pace or walk around while reciting to yourself or looking at a list or index card.

- When reading a textbook chapter, first look at all the pictures, then read the summary or end-of-chapter questions, and then look over the section headings and bold-faced words. Get a “feel” for the whole chapter by reading the end selections first, and then work your way to the front of the chapter. This is working whole-to-part.

- If you need to fidget when in class, cross your legs and bounce or jiggle the foot that is off the floor. Experiment with other ways of moving; just be sure you are not making noise or disturbing others. Try squeezing a tennis or nerf ball.

- You may not study best at a desk, so when you are at home, try studying while lying on your stomach or back. Also, try studying with music in the background.

- If you have a stationary bicycle, try reading while pedaling. Some bicycle shops sell reading racks that will attach to the handle bars and hold your book.

- Use a bright piece of construction paper in your favorite color as a desk blotter. This is called color grounding. It will help to focus your attention. Also, try reading through a colored transparency. Experiment with different colors and different ways of using color.

- When studying, take breaks as frequently as you need. Just be sure to get right back to the task. A reasonable schedule is 20-30 minutes of study and 5 minutes of break. (TV watching and telephone talking should NOT be done during break time!)

- When trying to memorize information, try closing your eyes and writing the information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. If possible, hear them too. Later, when trying to recall this information, close your eyes and see it with your “mind's eye” and “hear” it in your head.
SUGGESTIONS FOR VISUAL LEARNERS

You will learn better when you read or see some information. Learning from a lecture may not be as easy. Try some of these suggestions and create some more that will work for you.

- Write things down because you remember them better that way (quotes, lists, dates, etc.)
- Look at the person while they are talking. It will help you stay focused.
- It’s usually better to work in a quiet place. However, many visual learners do math with music playing in the background.
- Ask a teacher to explain something again when you don’t understand a point being made. Simply say, “Would you please repeat that?”
- Most visual learners study better by themselves.
- Take lots of notes. Leave extra space if some details were missed. Borrow a dependable student’s or teacher’s notes.
- Copy over your notes. Re-writing helps recall.
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before reading an assignment set a specific study goal and write it down. Post it in front of you. Example, “From 7:00 to 7:30, I will read this first chapter.”
- Preview a chapter before reading by first looking at all the pictures, section headings, etc.
- Select a seat furthest from the door and window and toward the front of the class if possible.
- Write vocabulary words in color on index cards with short definitions on the back. Look through them frequently, write out the definitions again, and check yourself.
Sample

CLOZE Activity

Cloze Outline – Types of Learners

1. Learning Styles
   A. There are _____ types of Learning Styles.
   B. People learn in _____ ways. The types of learners are called _________ learners, _________ learners, and _________ learners.
   C. There is no _________ or _________ learning styles.
   D. The way you learn is ____________________ for you.

2. Characteristics of different types of learning styles.
   A. _________ learners learn better by seeing things being demonstrated.
   B. _________ learners learn better by actually doing things themselves.
   C. _________ learners learn best by listening to instructions.
Identifying Goals

Lesson VI
9th-12th grade

Inquiry Question: How do I create goals that make changes in my life?

Description: Students will develop a process for establishing personal and career goals.

USA Today Newspaper in Education Description: Students will develop a process for establishing personal and career goals.

Objectives: The student will be able to:

- Identify the characteristics of effective goals.
- Explain the importance of establishing goals for personal and career success.
- Establish short-term, mid-term, and long-term personal and career goals.
- Generate strategies to implement identified goals.

USA Today Newspaper in Education Objectives: Students will be able to:

- Explain the importance of established goals.
- Establish short, mid-term, and long term goals.

Student Development Framework:

Benchmark ED 1.2
Apply academic and technical skills to achieve personal and career goals.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 4 hours.

Preparation/Instructional Materials:

- Chalk Talk directions (Instructional Strategy)
- Handout: 10 Characteristics of Effective Goals
- Chart Paper and a set of markers
- Handout: Josue’s Story
- Handout: Goal Definitions (pre-reading)
- Handout: Goal Setting Activity Chart
- Handout: Goal Strategies Charts
  - Short- Term Strategies Activity Chart
  - Mid-Term Strategies Activity Chart
  - Long-Term Strategies Activity Chart
Activation of Prior Knowledge:

- Chalk Talk Activity (Refer to Chalk Talk Directions)
  With the class instructed to remain silent, have the students respond to the following questions:
  - What is a goal?
  - Why do we have goals?
  - What is the relationship between setting goals and success?

Instructional Lesson:

1. Review the Activation of Prior Knowledge responses with the students. Allow for instructional conversation in regards to the written responses and then to the strategy.

2. Have students independently create a list of goals that senior high school students should establish.

3. On the board or chart paper, generate a list of goals. Do not give too much assistance at this time, allow students to use schema to create a “what they think” list. Students should create a TOP 10 personal goals.

4. Distribute the Handout: Goal Definitions.
   - Use the Jump-In reading strategy to read and explain each definition.
   - Emphasize “Realistic and Measurable” as this will help the student establish meaningful goals in following activities – have students keep this available.

5. Allow students to work in groups to revise their own TOP 10 goals and rewrite them to reflect “measurable and realistic” goals.

6. Distribute the Handout: 10 Characteristics of Effective Goals.
   - Review each characteristic, modeling paraphrasing and rephrasing, allow discussion of examples from students as this will clarify each characteristic and provide meaningful examples.
   - Review the TOP 10 goals again, redefine if necessary.

7. Distribute the Handout: Josue’s Story.
   - Through Jump-In Reading, identify each of Josue’s goals and fill out the chart.
   - Ask the students to identify as many of the 10 Characteristics by underlining and numbering them. (This is a good FCAT strategy that practices identifying and underlining information in text.)
   - Emphasize the strategies used.
   - Having specific strategies allows greater success.

8. Distribute the Handout: Goal Setting Activity Chart.
   - Instruct the students to review their original top 10 goals and identify them as personal,
- Ask student volunteers to share their established goals. Allow for peer assistance.

9. Distribute the Handout: Goal Strategies Activity Charts
- Instruct students to create strategies for each of their short-term, mid-term, and long-term goals.
- Review some of the strategies in Josue’s Story if needed for clarification. Some students may have difficulty creating effective strategies and may need explicit assistance.

10. Review all of the concepts and provide additional class time, if necessary, to complete and/or revise the charts.

Project Based Activity: Create a “Class Goal Chart.” This will not only provide an opportunity to model group based goal setting but it will facilitate team building and ownership within the class. (ex. 100% attendance for 1 week, 90% of the students will join a club, 100% of the students will attend the 1st football game.) This chart can be amended and added to as other topics are discussed in Tools for Success.

USA Today Newspaper in Education Activity:

Purpose
Students will develop a process for establishing personal and career goals.

Activity:
Find an example in USA TODAY of a person who has successfully used self control to accomplish their goals.

How can you improve your self control to achieve your set goals?

Assessments: Student charts and home learning assignment will be evaluated. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Students will share the Handout: Setting Goals and their individual identified goals and strategies with parents and other family members. Students will answer the following questions and return home learning assignment for classroom credit:

- What assistance is required from family members to implement 3 identified goals?
- What suggestions were provided by family members to implement the identified goals?
Chalk Talk Directions

Chalk Talk is a strategy designed to generate ideas, check on learning, develop projects, or solve problems. It can be used productively with any group. Because it is done completely in silence, it gives participants a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience and students absolutely love it!

A Chalk Talk can be used for a variety of teaching or problem solving strategies. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know with no verbal sparring.

FORMAT

Time: 5 – 10 minutes

Materials: Chalk board and chalk and/or large paper roll taped on the wall using markers to record responses.

Procedure:

• Write these three questions in a circle on different areas on the chalk board:

  What is a goal?
  Why do we have goals?
  What is the relationship between setting goals and success?

• Explain to students that Chalk Talk is a silent activity. No one may talk at all. Anyone may add to the Chalk Talk as they please. A student can comment on another student’s ideas simply by drawing a connecting line to the comment.

• The teacher either hands a piece of chalk/markers to everyone, or places many pieces of chalk at the board, or hands several pieces to students at random. At this time, the instructor is also silent.

• The students write as they feel moved to. Long silences will be natural, so be willing to wait.

• The teacher may choose to stand back and let only the students respond to the Chalk Talk or interact by writing a comment, question, or reflection, add a circle or connecting line, etc.

• When the students have generated a number of responses to the questions, stop Chalk Talk, review the responses, and proceed with the rest of the lesson.
TEN CHARACTERISTICS OF EFFECTIVE GOALS

1. Goals should be specific.
   Not "to improve productivity," but "to return to last year's level of output."

2. Goals should be quantitative rather than qualitative.
   Use specific numbers and not emotions.

3. Goals should be challenging yet achievable.
   Goals that are impossible to attain dictate failure, those that are too easily attained breed contempt. Those that are challenging require people to do their best.

4. Individual goals should be linked to group goals.
   Group goals should ultimately be linked to organizational goals.

5. Goals should be arrived at with the participants.
   It is important to have an active part in every step of your goal.

6. Goals should reflect critical success factors.
   Critical success factors are those issues, behaviors, performance standards, resources, and other elements that spell success or failure for a particular group or individual. Goals will, of course, be set in other areas as well, but the critical success factors must take priority.

7. The total set of goals should be mutually reinforcing.
   One goal should not have to be achieved at the expense of another.

8. Goals should focus not only on ends but also on means.
   The steps that lead up to your goal are just as important as the end goal itself.

9. Developing oneself and developing other members should be part of every leader's set of goals.
   A student leader is a "Student of Leadership" and must keep learning all that he/she can about that topic. If we don't grow, we die.

10. Goals should be written down.
    If it isn't in writing, it's not a goal. It certainly isn't a shared goal.
Josue’s Story

Josue has a long-term goal. He would like to own his own business. While he is not quite sure of the type of business yet, he thinks it will be in the information technology area because he enjoys learning about computers and exchanging ideas about technology with other people.

Josue’s mid-term goal is to get accepted to Florida International University’s management information systems program. He has read about the program and learned that he will get trained in business procedures needed to run his own business, and will also get a broad knowledge of technology. He also read that he would need a minimum grade point average of 3.0 to be accepted into the program.

Josue’s short-term goal is to bring his grade point average up from 2.5 to a 3.0 by the end of his junior year. While his grades in language arts and technology are usually A’s and B’s, Josue has earned a C in algebra and has a C average in geometry.

Josue’s strategies to accomplish his short-term goal are:

- Study an additional 1/2 hour per night (Monday -Thursday) for his mathematics class by reading one section ahead each week.
- Go to math tutoring sessions every morning before school.
- Keep a daily log of his grades in all of his classes so he can monitor his own progress.

Josue evaluates his progress after two weeks. He has been successful with all of his strategies except for going to math tutoring sessions every morning. He has attended only two to three sessions each week because he has had a number of other things to accomplish in the mornings before class starts.

Josue decides that going every day to tutoring was not a realistic expectation; therefore, he modifies his strategy to attend tutoring sessions on Monday, Wednesday and Friday only, leaving the other two days to accomplish other things he has to do.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Success/Failure Adjustment</th>
</tr>
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<tbody>
<tr>
<td>Short-Term</td>
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<td></td>
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<tr>
<td>Mid-Term</td>
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<td></td>
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<tr>
<td>Long-Term</td>
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</tbody>
</table>
Goal Definitions

Short-Term goals: Short-term goals can be achieved in one day, one week, one month or one year. Short-term goals support the achievement of your mid-term and long-term goals.

Mid-Term goals: These are goals that you must accomplish in the next two to five years that will help you to attain your long-term goals.

Long-Term goals: Long-term goals are life time ambitions that are complex and have short-term as well as mid-term goals successfully supporting them. The success of long-term goals are determined by good strategies and careful planning.

Strategy: A plan of action. What are the steps that it takes to achieve these goals.

Your strategies should be realistic and measurable.

- **Realistic** means you can actually accomplish what you decided to do. For example, it may not be realistic to set a strategy of running one mile everyday, but it may be realistic to set a strategy to run one mile 3 times a week.

- **Measurable** means that you can tell if you accomplished what you set out to do. You cannot measure "I'm going to get in shape" but you can measure and chart "I'm going to walk one mile on Monday, Wednesday, and Friday every week."

Evaluate: To examine, to test, or to assess whether something works. Measurable goals can be charted.
Goal Setting Activity Chart

Name: __________________________ Date:____________ Period: _____________

Think about the goals that you would like to achieve and complete the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Short-Term Goals</th>
<th>Mid-Term Goals</th>
<th>Long-Term Goals</th>
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<tbody>
<tr>
<td>Personal</td>
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<td>School</td>
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<td>Career</td>
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</tbody>
</table>
Short-Term Strategies Activity Chart

Look at the goals you identified as short-term goals. Copy the goals from the Goal Setting Activity Chart. Think about strategies or ways that you can implement the goals you have identified make sure they are measurable and realistic.

<table>
<thead>
<tr>
<th>Short-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
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</thead>
<tbody>
<tr>
<td>Personal</td>
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<tr>
<td>School</td>
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<tr>
<td>Career</td>
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<td></td>
</tr>
</tbody>
</table>

What is your timeline? ________________

Select one goal, how will you measure if you reach your goal?

________________________________________________________________________
Look at the goals you identified as mid-term goals. Copy the goals from the **Goal Setting Activity Chart**. Think about strategies or ways that you can implement the goals you have identified make sure they are measurable and realistic.

<table>
<thead>
<tr>
<th></th>
<th>Mid-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
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<tbody>
<tr>
<td>Personal</td>
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<td>School</td>
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<tr>
<td>Career</td>
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</tbody>
</table>

What is your timeline? ________________

Select one goal, how will you measure if you reach your goal?

________________________________________________________________________
Long-Term Strategies Activity Chart

Name: __________________________ Date: __________ Period: ____________

Look at the goals you identified as long-term goals. Copy the goals from the Goal Setting Activity Chart. Think about strategies or ways that you can implement the goals you have identified make sure they are realistic and measurable.

<table>
<thead>
<tr>
<th></th>
<th>Long-Term Goal</th>
<th>Strategy #1</th>
<th>Strategy #2</th>
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<td>Personal</td>
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<td>School</td>
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</tr>
<tr>
<td>Career</td>
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</tr>
</tbody>
</table>

What is your timeline? ________________

Select one goal, how will you measure if you reach your goal?
______________________________________________________________________________
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Inquiry Question: What career preparation programs are available at my school?

Description: This lesson provides the students an opportunity to learn about the various career preparation programs for that are available at the senior high school.

USA Today Newspaper in Education Description: Students will explore some of the hot topics and trends in today’s business world.

Objectives: The student will be able to:

- Describe several career preparation opportunities available at the senior high school.
- Organize information about career opportunities.

USA Today Newspaper in Education Objective: Students will be able to:

- Become familiar with current business practices that are conducive to being successful.

Student Development Framework Standards and Benchmarks:

Benchmark CD 4.0
Students have skills to locate, evaluate, and interpret career information.
Essential message from text and identifies supporting information

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 4 hours.

Presentation/Instructional Materials:

- Prearrange a presentation with the TECH Prep Cadre Leader, High Schools That Work Coordinators, Career Specialist, Career Academy Leader and/or the Magnet Lead teacher at your school who can also assist in providing materials about available programs at the school. Share this lesson plan prior to the lesson.
- **Handout: Why Do We Need Career Prep?**
- **Handout: What is TECH Prep?**
- Markers, chart paper, and construction paper
- **Handout: TECH Prep Programs and Opportunities**
  - Career Academies
  - Internships
  - Career and Technical Student Organizations (CTSOs)
  - Magnet Programs
  - Cooperative Education (OJT) – On the job training
- **Handout: Career Paths: High School Students – The Army National Guard**
Springboard:

- Ask students to independently write down in their learning logs, or portfolios all of the different programs available to students that teach about careers. Discuss answers and generate a discussion.

Instructional Lesson:

Read the following to the students:

*In 2002, a school district in California created a policy that said that graduating seniors who did not have definite plans after high school graduation were not allowed to participate in the graduation ceremonies. The students had to show a letter of acceptance from a college, or technical school, a letter from an employer showing that they would have a job, or a letter from an armed services organization that stated that they had joined.*

*In 2001, only half of the graduating seniors did not have definite plans after high school. Because of the new rule, almost all of the graduating seniors showed documentation that they had signed for the army, were entering a postsecondary educational program, or had a permanent job.*

*Some of the students stated that they liked the new rule because if forced them to plan for their future. Some of the students said that this was phony because they got accepted to colleges but didn't really plan to attend because they wanted to take a year off.*

*Because of the policy of this one school district in California, many other school districts throughout the nation are thinking about making this a new requirement for graduation.*

*How do you feel about this new rule?*

- Explain to students that there are generally three common paths that high school graduates take: go straight to college or technical school, enter the job market, or enter the military.
- Explain to students that there are many programs available to them at the senior high school, including internships, job shadowing, TECH Prep, and other programs that they will learn about during this lesson.

1. Distribute the Handout: Why Do We Need Career Prep? Using either “jump-in” reading, or asking for volunteers, read the information aloud to the class.

2. Explain to students that college is one postsecondary path. Many students choose other routes after senior high school including getting a job or entering the military.

3. Put the words – Tech Prep on the board – generate a discussion to determine student knowledge. If the students do not know – ask what do the words sound like they mean?
4. Distribute Handout: What is TECH Prep?
   • Through “jump-in” reading or read aloud strategy ask students to identify any TECH Prep programs at their school. The students can write a one sentence summary from the passage.

5. Distribute Handout: TECH Prep Programs and Opportunities.
   • Instruct students to read the materials in their groups and generate ten questions that they will be prepared to ask the presenter.

6. Presentation from TECH Prep Cadre Leader.
   • Ask students to prepare questions
   • Have students take notes on presentation.

   • Through “jump-in” reading, review the article.
   • Students will create an essay entitled: "The military as a career path after graduation from senior high school." This essay may be support the military as a career or may not support the military as a career. Remind students to use examples, reasons, facts, incidences and statistics to support their position.

   • Inform the students that in groups, they will read the article aloud and selectively highlight the important points.
   • Review information with the class and instruct the students that this strategy of selective highlighting will be valuable to them when they are researching their own career.
   • As an option – assign the passage as a take home reading assignment, for a second reading, divide the passage and assign to small groups – have them read it and present to the class the main points of their piece.

USA Today Newspaper in Education Activity:

Purpose
Students will explore some of the hot topics and trends in today’s business world.

Activity
Using the contents of today’s Money Section, develop ten general questions about current business practices in the U.S.

Trade questions with a classmate and consult the newspaper when necessary, write a brief answer for each.

Assessments: The essay, questions, lists, and notes. Answer the inquiry question.

Follow-up Activities/Home Learning/Parent: Instruct the students to research one of the topics identified during this lesson. The students are to find an article using the internet, newspaper, a magazine or book which provides additional information not covered during the lesson.
Why Do We Need Career Prep? *

- Of the 64 percent of the students in high school who do go on to college, only 20 percent complete a baccalaureate degree within four years.

- Students who take one math class beyond Algebra II more than double their odds of completing college.

- Approximately 65 percent of future jobs will require education beyond high school.

- Only four (4) percent of new jobs can be filled by people with the lowest skill levels.

- Employment is expected to grow faster for technicians and related support occupations than for any other major occupational group between now and the year 2008.

- The largest growth area of 99 percent of new careers will be for computer systems analysts, engineers, and scientists.

- Seventy (70) percent of the 20 fastest growing occupations require two years at the postsecondary level and 30 percent will require a baccalaureate degree or higher level of training.

- The typical job in the southeast requires almost 14 years of formal education.

- Career-relevant academic skills must become a focus in the curriculum of American secondary schools.

- The average yearly income of a worker with an associate (two-year) college degree is $7,000 more than that of a high school graduate.

*Source: Occupation Outlook Updates
What is TECH Prep?

TECH Prep is a senior high school program intended to provide workplace skills and knowledge that will allow the student to successfully enter the job market, the military, or further education after graduation from senior high school. Every senior high school in Miami-Dade County Public Schools has a TECH Prep program where students can choose a program of study that is of interest to them. Different senior high schools do, however, offer different programs.

Throughout your school experience, you have probably identified some careers that are interesting to you. Some students want to work in the health field, in technology, in education, or maybe in air conditioning. Maybe you do not have a special career in mind, but you know you want to work with computers, work with your hands building or fixing things, or even work with animals or plants. It is possible in senior high school, through TECH Prep, to take a group of courses that prepare you for your future.

A program of study is a series of courses that a student takes in order to be a “completer” who would then qualify for college credit or an entry level job upon graduation from senior high school. An example of a program of study is an Allied Health/Physical Therapy Aide. The student would take Health Science 1 and 2 and Allied Health Assisting 3/Physical Aide in senior high school. If the student successfully meets requirements, the student would be given credit for these courses at Miami Dade College and could then take higher level courses to be certified as a therapy aide.

TECH Prep has programs of study in Agriscience, Architectural Drafting, Accounting, Business Management, Early Childhood Education, Electronics, Computer Technology, and other interesting programs where jobs and postsecondary education are available in the South Florida community.

Here are some important things to know about TECH Prep:

- Students use their electives to take a series of classes which if completed successfully, can be used toward college credit.
- Usually, students begin a TECH Prep program of study in 10th grade.
- TECH Prep students have an opportunity to get “real world” experiences through internships and mentoring programs.
- Each senior high school has a guidance counselor, a career specialist, and a TECH Prep Cadre Leader who can provide more information about the TECH Prep programs of study available to you.
TECH Prep Programs and Opportunities

Career Academies

Career academies have been growing in popularity in recent years, and now operate in every senior high school in M-DCPS. *Studies have found that students in career academies perform better in high school and are more likely to continue into post-secondary education, compared to similar students in the same schools.* A career academy consists of three structural elements:

- **A small learning community** – A career academy is a personalized small learning community within a high school, selecting a group of 100-300 students and teachers for a two-, three-, or four-year span. Students enter through a voluntary process; they must apply and be accepted, with parental knowledge and support. A career academy involves teachers from different subjects working together as a team. Team members have shared planning time, usually a daily common planning period, and often release time.

- **College preparatory curriculum with a career theme** – Students in a career academy have a mixture of career (usually one or two) or academic (usually three or four) classes at a time. These classes meet entrance requirements for four-year colleges and universities. They are linked to academic and industry standards and demonstrate to students how their subjects relate to each other and the career field.

- **Partnerships with employers, communities, and higher education** – The academy career theme is selected locally, based on an industry. Employers from a group of companies in the selected field work as partners with the academy, serving on a steering committee (along with teachers, administrators, and often parents and students) that governs the program’s development and operation. The employer partners may also hire students after graduation. Postsecondary educational institutions are often included as well.
Internships

Selected senior high schools and local businesses are developing partnerships to connect Miami-Dade County Public Schools students with the workforce of the future. These partnerships provide students with exposure to workplace dynamics, structure, and technology. A total of 30 students from a senior high school may spend six hours per week interning in various departments of a business for one semester. The schools involved in School-To-Career realize the importance of work-based learning and students receive a seventh-period credit plus community service for their time at the company.

Students work in different departments, assisting mentors at different levels within the company. This initiative provides students with the opportunity to spend time in a realistic workplace, gaining vital skills, and learning what the working world will expect of them in the future.

The internship program runs from September through January and January through June of each academic year. These experiences should be from 2:30 p.m. to 5:30 p.m., twice a week. Your teacher, counselor, TECH Prep coordinator, or a career counselor can be of assistance in setting up an internship.

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations (CTSOs) are organizations that are part of each TECH Prep program. Each program is paired with a different students organization. Examples include: Agriscience – FFA; Health – HOSA; and Business Technology – FBLA. You may hear of some of these student groups. To understand what a VSO does, read the information provided about DECA.

DECA, a national association of marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA is not extracurricular; it is an integral part of the classroom instructional program. DECA chapters attract students who are interested in preparing for entrepreneurial, marketing, or management careers. While DECA membership consists primarily of students in marketing programs, membership extends also to alumni and to professionals in marketing education and in marketing teacher education. Working hand-in-hand with the education and business communities, DECA’s goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation; one that includes:

- Occupational competencies needed for careers in marketing, management and entrepreneurship
- Leadership abilities
- Social and business etiquette
- Understanding and appreciation of civic responsibility
- Ethical behavior in personal and business relationships
- Understanding the role of our free enterprise system in the global economy
To accomplish this, DECA utilizes on-the-job experience, chapter projects, and a program of competency-based competitive events in specific marketing occupational areas. These events emphasize academic and vocational excellence as building blocks for successful marketing and management careers and demonstrate the direct relationship between marketing education and the real needs of business and industry. Each year more than 110,000 students participate in the competitions on the local, state and national levels and participating in Career Education Clubs of Florida.

Senior High School Magnet Programs

Miami-Dade County Public Schools Magnet Programs are schools of choice, offering themes of study that cater to the unique interest, talents, and abilities of students and offer specialized studies in areas such as arts, sciences, foreign languages, and creative writing. Magnet programs and career-focused academies are very similar. Both:

➢ have a specific program of study
➢ have a career focus and postsecondary component
➢ are small learning communities within a larger senior high school
➢ are voluntary

Any student who either attends or is eligible to attend a Miami-Dade County Public School may apply for admission to a magnet program. Racial balance is a consideration in the selection of students for magnet programs. Applications for magnet programs are accepted October 1 through the last day of January (January 15th for New World School of the Arts). Applications received during this period will be considered for the next school year. According to School Board guidelines, limited transportation is available for many students based on attendance zones. Grade levels served by magnet programs vary by school.

Magnet programs are in selected schools and require an acceptance by the program. Career-focused academies are in every senior high school but like magnet programs, only certain career-focused programs of study may be available.
Cooperative Education (OJT)

**Definition**

Cooperative Education is a planned process for students developed jointly by the school and employers in business and industry. Job skills are developed by the students through an organized sequence of supervised on-the-job training (OJT), paid employment, and related classroom instructional activities.

**Philosophy**

A training plan is developed as an integral part of the curriculum framework. This plan helps to successfully prepare students to complete in a rapidly growing technological world. Students develop skills, abilities, work habits, positive attitudes, and realistic on-the-job experiences. These realistic experiences give students first-hand knowledge of meaningful school-to-career opportunities.

**Process**

Students spend part of the school day in academic and/or career related instructional settings and part of the day in supervised on-the-job activities. Each student is expected to work a minimum of three (3) days per week, Monday through Friday, to receive OJT credit. Weekend only jobs are not acceptable for cooperative education placement.

Based upon satisfactory classroom and job performance, students earn credit for both classroom and on-the-job training activities. Instruction and supervision is shared by the cooperative education teacher and the on-the-job training employer.

Students should be scheduled for classroom instruction in the mornings. On-the-job training hours are scheduled as part of the school day. A student's scheduling should reflect the needs of both the student and the employer.
Career Paths: High School Students

The Army National Guard

To join the Guard, you must be at least 17 years old and have a high school diploma or GED equivalent. However, the Guard realizes that individuals who are not yet 17 or high school graduates may be planning ahead for their future.

High School Juniors

If you are 17 and a high school junior, the Guard offers a program that allows you to join prior to your senior year. This program enables you to serve and earn pay all through your senior year. When you enlist in the Army National Guard, you'll typically serve one weekend a month and two weeks a year (usually in the summer). Your initial training will be broken into two parts. First, you'll get basic instruction on how to be a soldier, such as how to salute, march and shoot an M-16. Second, you will learn a special, individual occupational skill. You can accomplish this training all at once or these two parts can be split. You can do Basic Training one summer and your job training the next summer. This program is called Split Option Training. High school juniors who attend basic training in the summer can earn pay throughout their senior year.

The Split Training Option is offered to qualified high school students. This is available to applicants who are unable to attend a continuous training cycle. You must enlist for a minimum of 6 years. You also must enter Basic Training within 270 days of enlistment. The training will begin following your junior year in high school or as soon as possible for seasonal workers. Upon successful completion of Basic Training you will be released and returned to your unit and begin weekend training. Within one year of completion of Basic Training you will be required to enter into your Advanced Individual Training (AIT) to complete your required training.

For Example: A high school junior reports to basic training after the end of the junior year in school. That summer the student completes basic training and is released back to their unit in a paid drill status. During this time the soldier completes their senior year in high school while attending weekend drills with their unit. After graduating from high school you would be shipped to your Advanced Individual Training (AIT) to complete the initial entry training cycle. Your recruiter can provide you with more specifics.

Not 17 yet?

Even though you are not yet eligible to join, you can still receive information to help you make plans for your future. Browse through the site and see what the Army National Guard has to offer. When you are ready, fill out a request form to have additional information sent to you.
HIGHLIGHTING A CAREER

Directions: This article will assist you in your personal career investigation. The article about teachers is from the Occupational Outlook Handbook, http://www.bls.gov.oco, which you can use as one of your sources in your own career investigation.

You will be creating a presentation about a career you are interested in pursuing. As a practice activity, pretend (or maybe this is your career choice) that you would like to become a teacher. As you read the article below about the nature of the work, working conditions, employment, training, job outlook, and earnings, highlight, circle, or underline what you think are important points that you would include in your presentation. Remember, you CANNOT HIGHLIGHT EVERYTHING.

Teachers-Preschool, Kindergarten, Elementary, Middle, and Secondary

Nature of the Work

Teachers act as facilitators or coaches, using interactive discussions and "hands-on" learning to help students learn and apply concepts in subjects such as science, mathematics, or English. As teachers move away from the traditional repetitive drill approaches and rote memorization, they are using more "props" or "manipulatives" to help children understand abstract concepts, solve problems, and develop critical thought processes. For example, they teach the concepts of numbers or adding and subtracting by playing board games. As children get older, they use more sophisticated materials such as science apparatus, cameras, or computers.

Many classes are becoming less structured, with students working in groups to discuss and solve problems together. Preparing students for the future workforce is the major stimulus generating the changes in education. To be prepared, students must be able to interact with others, adapt to new technology, and logically think through problems. Teachers provide the tools and environment for their students to develop these skills.

Preschool, kindergarten, and elementary school teachers play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world, and affect later success or failure in school, work, and their personal lives. Preschool, kindergarten, and elementary school teachers introduce children to numbers, language, science, and social studies. They use games, music, artwork, films, books, computers, and other tools to teach basic skills. Preschool children learn mainly through play.

Recognizing the importance of play, preschool teachers build their program around it. They capitalize on children’s play to further language development (storytelling and acting games), improve social skills (working together to build a neighborhood in a sandbox), and introduce scientific and mathematical concepts (balancing and counting blocks when building a bridge or mixing colors when painting). Thus, a less structured approach is used to teach preschool children, including small group lessons, one-on-one instruction, and learning through creative activities, such as art, dance, and music. Play and hands-on teaching also are used in kindergarten classrooms, but academics
begins to take priority. Letter recognition, phonics, numbers, and awareness of nature and science are taught primarily by kindergarten teachers.

Most elementary school teachers instruct one class of children in several subjects. In some schools, two or more teachers work as a team and are jointly responsible for a group of students in at least one subject. In other schools, a teacher may teach one special subject-usually music, art, reading, science, arithmetic, or physical education-to a number of classes. A small but growing number of teachers instruct multilevel classrooms, with students at several different learning levels.

Middle and secondary school teachers help students delve more deeply into subjects introduced in elementary school and expose them to more information about the world. Middle and secondary school teachers specialize in a specific subject, such as English, Spanish, mathematics, history, or biology. They also can teach subjects that are career-oriented. Vocational education teachers instruct and train students to work in a wide variety of fields, such as health care, business, and auto repair, communications, and, increasingly, technology. They often teach courses that are in high demand by area employers, who may provide input into the curriculum and offer internships to students.

Teachers may use films, slides, overhead projectors, and the latest technology in teaching, including computers, telecommunication systems, and video discs. Use of computer resources, such as educational software and the Internet, exposes students to a vast range of experiences and promotes interactive learning. Through the Internet, American students can communicate with students in other countries. Students also use the Internet for individual research projects and information gathering. Computers are used in other classroom activities as well, from helping students solve math problems to learning English as a second language. Teachers also may use computers to record grades and perform other administrative and clerical duties. They must continually update their skills so that they can instruct and use the latest technology in the classroom.

Teachers often work with students from varied ethnic, racial, and religious backgrounds. With growing minority populations in many parts of the country, it is important for teachers to establish rapport with a diverse student population. Accordingly, some schools offer training to help teachers enhance their awareness and understanding of different cultures. Teachers may also include multicultural programming in their lesson plans to address the needs of all students, regardless of their cultural background.

Teachers design classroom presentations to meet student needs and abilities. They also work with students individually. Teachers plan, evaluate, and assign lessons; prepare, administer, and grade tests; listen to oral presentations; and maintain classroom discipline. They observe and evaluate a student's performance and potential, and increasingly are asked to use new assessment methods. For example, teachers may examine a portfolio of a student's artwork or writing to judge the student's overall progress. They then can provide additional assistance in areas where a student needs help. Teachers also grade papers, prepare report cards, and meet with parents and school staff to discuss a student's academic progress or personal problems.
In addition to classroom activities, teachers oversee study halls and homerooms, supervise extracurricular activities, and accompany students on field trips. They identify physical or mental problems and refer students to the proper resource or agency for diagnosis and treatment.

Secondary school teachers occasionally assist students in choosing courses, colleges, and careers. Teachers also participate in education conferences and workshops. In recent years, site-based management, which allows teachers and parents to participate actively in management decisions, has gained popularity. In many schools, teachers are increasingly involved in making decisions regarding the budget, personnel, textbook choices, curriculum design, and teaching methods.

**Working Conditions**

Seeing students develop new skills and gain an appreciation of knowledge and learning can be very rewarding. However, teaching may be frustrating when one is dealing with unmotivated or disrespectful students. Occasionally, teachers must cope with unruly behavior and violence in the schools. Teachers may experience stress when dealing with large classes, students from disadvantaged or multicultural backgrounds, and heavy workloads.

Schools, particularly in inner cities, may be run down and lack the amenities of schools in wealthier communities. Teachers are sometimes isolated from their colleagues because they work alone in a classroom of students. However, some schools are allowing teachers to work in teams and with mentors to enhance their professional development. Including school duties performed outside the classroom, many teachers work more than 40 hours a week.

Most teachers work the traditional 10-month school year with a 2-month vacation during the summer. During the vacation break, those on the 10-month schedule may teach in summer sessions, take other jobs, travel, or pursue other personal interests. Many enroll in college courses or workshops to continue their education.

**Employment**

Teachers held about 3.8 million jobs in 2000. Of those, about 1.5 million were elementary school teachers, 1.1 million were secondary school, 590,000 were middle school, 423,000 were preschool, and 175,000 were kindergarten teachers. Approximately 15 percent of elementary, middle, and secondary school teachers work for private schools. Preschool facilities are often located in schools, religious institutions, and workplaces in which employers provide day care for their employees' children. Employment of teachers is distributed geographically, much the same as the population.
Training, Other Qualifications, and Advancement

All 50 States and the District of Columbia require public school teachers to be licensed. Licensure is not required for teachers in private schools. Usually licensure is granted by the State board of education or a licensure advisory committee. Teachers may be licensed to teach the early childhood grades (usually nursery school through grade 3); the elementary grades (grades 1 through 6 or 8); the middle grades (grades 5 through 8); a secondary education subject area (usually grades 7 through 12); or a special subject, such as reading or music (usually grades kindergarten through 12). Requirements for regular licenses to teach kindergarten through grade 12 vary by State.

However, all States require general education teachers to have a bachelor's degree and to have completed an approved teacher training program with a prescribed number of subject and education credits as well as supervised practice teaching. About one-third of the States also require technology training as part of the teacher certification process. A number of States require specific minimum grade point averages for teacher licensure. Other States require teachers to obtain a master's degree in education, which involves at least 1 year of additional coursework beyond the bachelor's degree, with a specialization in a particular subject.

Almost all States require applicants for teacher licensure to be tested for competency in basic skills such as reading, writing, teaching, and subject matter proficiency. Most States require continuing education for renewal of the teacher's license. Many States have reciprocity agreements that make it easier for teachers licensed in one State to become licensed in another.

Teachers must have the ability to communicate, inspire trust and confidence, and motivate students, as well as understand their educational and emotional needs.

Teachers must be able to recognize and respond to individual differences in students, and employ different teaching methods that will result in higher student achievement. They should be organized, dependable, patient, and creative. Teachers also must be able to work cooperatively and communicate effectively with other teaching staff, support staff, parents, and other members of the community. With additional preparation, teachers may move into positions as school librarians, reading specialists, curriculum specialists, or guidance counselors. Teachers in kindergarten through grade 12 may become administrators or supervisors, although the number of these positions is limited and competition can be intense.
Job Outlook

Job opportunities for teachers over the next 10 years should be excellent, attributable mostly to the large number of teachers expected to retire. Although employment of preschool, kindergarten, elementary, middle, and secondary school teachers is expected to increase about as fast as the average for all occupations, a large proportion will be eligible to retire by 2010, creating many vacancies, particularly at the secondary school level.

Intense competition for good teachers is already under way among employers in many locations, with schools luring teachers from other States and districts with bonuses and higher pay. Overall enrollments through 2010, a key factor in the demand for teachers, are projected to rise slowly, resulting in average employment growth for all teachers from preschool to secondary grades. However, projected enrollments vary by region. States in the South and West-particularly California, Texas, Arizona, and Georgia will experience large enrollment increases, while States in the Northeast and Midwest may experience declines.

Currently, many school districts have difficulty hiring qualified teachers in some subject areas-mathematics, science (especially chemistry and physics), bilingual education, foreign languages, and computer science.

Earnings

Median annual earnings of kindergarten, elementary, middle, and secondary school teachers ranged from $37,610 to $42,080 in 2000; the lowest 10 percent earned $23,320 to $28,460; the top 10 percent earned $57,590 to $64,920. Median earnings for preschool teachers were $17,810.

According to the American Federation of Teachers, beginning teachers with a bachelor's degree earned an average of $30,898 in the 2002-2003 school year. The estimated average salary of all public elementary and secondary school teachers in the 1999-2000 school year was $41,820. Private school teachers generally earn less than public school teachers.
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Identifying Work-Related Behaviors (WRB)

Lesson VIII
9th-12th Grade

Inquiry Question: What are work related behaviors and can they help me keep a job?

Description: The students will identify and understand work-related behaviors that have been identified by industry as critical to success in the 21st century workplace.

USA Today Newspaper in Education Description: Students will understand the interrelationship of life roles and the world of work.

Objectives: The student will be able to:

- Identify sixteen work-related behaviors.
- Correlate the relationship between the classroom, workplace, and personal lives and the sixteen work-related behaviors.

USA Today Newspaper in Education Objectives: Students will be able to:

- Identify work related behaviors.
- Correlate the relationship between the classroom, workplace, and personal lives.

Student Development Framework Standards and Benchmarks:

Benchmark CD 1.0
Students understand the interrelationship of life roles and the world of work.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours.

Preparation/Instructional Materials:

- Handout: Work-Related Behaviors Scramble Activity Directions
- Handout: Sixteen Work-Related Behaviors Definitions Chart
- Nine to ten envelopes which each contain 16 WRB Names and 16 WRB Definitions (32 separate strips of paper in each envelop.)
- Teacher created blank chart (refer to instruction #9)
- Large chart paper and markers for creating class chart
- Handout: Work Related Behaviors (with pictures)

Activation of Prior Knowledge:

- Using an overhead projector, chart paper or LCD projector, instruct students to write down a response to the following scenario:
You are starting up your own software company designing new games for Play Station 16 computer video games. You are going to hire workers for your new company. What types of skills and behavior will you look for in your new employees?

Allow students to share responses.

**Instructional Lesson:**

Place students into cooperative groups of 3-4.

Follow the Work-Related Behavior Scramble Directions.

Distribute the Handout: Work-Related Behaviors Definitions Chart.

- Review definitions and procedures through a group discussion.
- Direct the cooperative groups to break up into pairs.
- Instruct the cooperative pairs to create a chart and generate examples of how each behavior is demonstrated in a school environment, in their personal lives, and in a work environment. Divide the class so that that half the pairs work on behaviors 1 to 8, and the other half of the pairs work on behaviors 9 to 16.
- At the end of 20 minutes, have the pairs join into group of four (squares) and complete the chart.

Using a pre-prepared blank chart paper, instruct each group to assign one student to come up to the chart and fill in an example for one work-related behavior.

**Teacher Created Large Sample Chart**

**Example:**

<table>
<thead>
<tr>
<th>WRB</th>
<th>School Behaviors</th>
<th>Personal Lives Behaviors</th>
<th>Work Environment Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Complies with attendance</td>
<td>Gets to class on time</td>
<td>Attends important family celebrations</td>
<td>Comes to work everyday</td>
</tr>
</tbody>
</table>

Continue the activity until all of the categories are completed.

- Review the chart to make sure all 16 work-related behaviors are completed.
- Ask students to identify what they believe are the three most important work-related behaviors from the definition chart and explain why.
- Instruct students to create a want-ad to be posted on the internet or in a newspaper for three different jobs for the new software company they want to start.
- Ask student volunteers to share their want-ad.

Log on to [http://www.content.onypunjab.com/Article/Off-to-College-or-the-workplace/11476](http://www.content.onypunjab.com/Article/Off-to-College-or-the-workplace/11476)

- Use Jump in Reading strategy, read the article “*Off to College or the Workplace.*” “*The Top 10 Interpersonal Skills Teens Can’t Leave Home Without*” and discuss with the class.
USA Today Newspaper in Education Activity:

**Purpose**
Students will understand the interrelationship of life roles and the world of work.

**Activity**
Search through the four sections of USA Today's newspaper. Skim through the articles and find descriptions of three interesting jobs.

For each job, describe the job title, field or industry, skills required and education needed.

Which of these jobs interest you most? Explain.

**Assessments:** Evaluation of chart and want-ads. Answer the Inquiry Question.

**Follow-up Activities/Home Learning/Parent:** Using the Handout: Work Related Behaviors (with pictures) have students draw a picture or find a picture that represents the work related behaviors for a home learning assignment.
Work-Related Behaviors Scramble Activity Directions

Please note: This activity is done prior to giving out any information about the Work-Related Behaviors.

Materials needed:

- Use the uncut chart as a teacher answer key. Teacher will need to cut up Work-Related Behaviors Chart for this activity.

- 10 envelopes

- 10 sets of the 16 work-related behaviors on strips of paper

- 10 sets of the 16 work-related behaviors definitions on strips of paper

- Each envelope will contain (32) strips: 16 behaviors and 16 definitions

- Note that the behaviors are numbered, the definitions are not.

Instructions:

- Place students into cooperative groups of 4.

- Distribute an envelope to each group.

- Instruct the students not to open the envelope until they are told to do so.

- The task of the group is to try to match the correct work-related behavior’s definition to the correct work-related behavior.

- Establish a time limit of 10 minutes to complete the task.

- The first group to get the most correct will receive extra credit and/or a prize.
### Work-Related Behaviors Definitions Chart

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complies with attendance</td>
<td>Maintains attendance record that is acceptable, based on district guidelines, and provides acceptable rationale for absence or release time.</td>
</tr>
<tr>
<td>2. Practices punctuality</td>
<td>Arrives on time for class and/or work and from breaks; is on-time for appointments.</td>
</tr>
<tr>
<td>3. Interacts with teachers or supervisors</td>
<td>Converses and interacts with teachers or supervisors in a respectful manner.</td>
</tr>
<tr>
<td>4. Cooperates as a team member</td>
<td>Performs as a member of a team, works well with others; cooperates with others.</td>
</tr>
<tr>
<td>5. Seeks assistance appropriately</td>
<td>Seeks help, when needed, in a non-disruptive, patient, and cooperative manner.</td>
</tr>
<tr>
<td>6. Works unsupervised</td>
<td>Follows directions, consistently remains on task without supervision.</td>
</tr>
<tr>
<td>7. Completes tasks accurately and in a timely manner</td>
<td>Works at a pace and speed required to adequately complete assigned work.</td>
</tr>
<tr>
<td>8. Uses good judgment</td>
<td>Makes decisions that are logical, correct, and mature for a given situation in a work setting. Shows evidence of the use of common sense</td>
</tr>
<tr>
<td>9. Accepts changes</td>
<td>Adapts readily to changes in situations without becoming upset, having emotional outbursts, or decreasing work production.</td>
</tr>
<tr>
<td>10. Accepts constructive criticism</td>
<td>Accepts criticism that identifies behaviors or manners of task performance which should be changed to enhance success; attempts and desires to improve on required task</td>
</tr>
<tr>
<td>11. Displays initiative</td>
<td>Is ready to work and begins work tasks promptly without being told.</td>
</tr>
<tr>
<td>12. Displays integrity</td>
<td>Demonstrates fair and honest behavior.</td>
</tr>
<tr>
<td>13. Displays frustration tolerance</td>
<td>Maintains emotional stability and work pace when faced with challenging, difficult, or pressured situations.</td>
</tr>
<tr>
<td>14. Displays good personal habits and manners</td>
<td>Avoids interrupting or disrupting others; does not use profane language.</td>
</tr>
<tr>
<td>15. Displays personal appearance required by situation</td>
<td>Practices good hygiene and wears appropriate clothing.</td>
</tr>
<tr>
<td>16. Displays safe use and proper care of materials and equipment</td>
<td>Demonstrates ability to safely use, maintain, and care for work station, tools and materials.</td>
</tr>
</tbody>
</table>
WORK RELATED BEHAVIORS

1. Complies with attendance
2. Practices punctuality
3. Interacts with teachers/supervisors
4. Cooperates as a team member
5. Seeks assistance appropriately
6. Works unsupervised
7. Completes tasks accurately and in a timely manner
8. Uses good judgement
9. Accepts changes
10. Accepts constructive criticism
11. Displays initiative
12. Displays integrity
13. Displays frustration tolerance
14. Displays good personal habits & manners
15. Displays personal appearance required by situation
16. Displays safe use and proper care of materials and equipment
Education Pays

Lesson IX
9th-12th Grade

Inquiry Question: How can staying in school bring me future success?

Description: This lesson helps students develop a sense of how education can be a valuable tool for future success.

USA Today Newspaper in Education Description: Students will evaluate how many news articles pertain to someone who finished high school and went on to college.

Objectives: The student will be able to:

- Generate reasons why earning a high school diploma is important to the student’s future success.
- Use statistical methods to make inferences and valid arguments about real-world situations.
- Identify patterns and make predictions from an orderly display of data using concepts of probability and statistics.

USA Today Newspaper in Education Objectives: Students will be able to:

- Place a value on education by comparing the number of people referred to in the newspaper who needed to have at least completed high school to get where they are today.
- Gain insight as to opportunities available to them if they do finish high school

Student Development Framework Standards and Benchmarks:

Benchmark ED 2.0
Students understand the importance and value of lifelong learning.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 4 hours.

Preparation/Instructional Materials:

- Chart paper, markers, and/or overhead projector/acetates
- Handout: What is the Value?
- Handout: Education and Income
- Handout: Florida Teens: The Possibilities Seem Endless After High School
- Resource: The Final Word Reading Strategy
- Handout: How Much Do They Earn?
- Handout: Writing Assignment Prompt
Activation of Prior Knowledge:

- List the following items on the board and ask the students how much money they are worth:
  - A new pair of sneakers
  - Two tickets to the hottest concert in town with backstage passes
  - A limousine ride to the prom
  - A new sound system for your room with 50 new CDs

Instructional Lesson:

1. Using chart paper or an overhead projector, record the dollar amounts they designated. Determine an average or mean for each item. (Add up all of the dollar amounts and divide by the number of responses.)

2. Distribute the Handout: What Is the Value?
   - Through “jump-in” reading, review the handout and the directions. Allow the students approximately 10 minutes to complete.
   - Using chart paper or an overhead, have the students respond to each item.
   - Place students in groups of four and have the students calculate the average dollar amount for each item in appropriate groups. Instruct students to continue until all of the items have been averaged and then report their findings. Review student responses.
   - Instruct the groups to review the entire list and then prioritize each item from greatest to least valuable. Each group will report their findings. Ask students which they valued the most and why. Then explain to students that some things might not have a dollar value. Ask the students if they can think of other things that do not have a monetary value.

3. Distribute the Handout: Education and Income.
   - Ask the students to generate a conclusion from the chart. Write the responses on the board or on chart paper.

   - Instruct the students that they will have approximately 15-20 minutes to read the article.

5. Follow the directions for the “Final Word” reading strategy.

6. Have students from each group share three final words that they agree upon based on the reading. Ask the students how they value their education.

7. Distribute the Handout: How Much Do They Earn?
   - Review the handout with the students. Ask them if they are surprised by any of the salaries. Explain to the students that they are to determine the mean and the median for each group.

   - Mean – the average. The students have to add up all of the salary amounts in each category and divide by the number of careers listed in that category.

   - Median – the number that occurs in the middle. If there is thirteen or any odd number of categories, the number that occurs in the middle is the median. If there
are an even number of categories, average the salaries of the sixth and seventh career, then divide by two.

- **Mode – the number that occurs most often.** Instruct the students to review each category to determine if the mode can be identified. In this particular lesson, only High School Training has a mode - $32,900, which occurs twice.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>High School Training</th>
<th>Some College or Vocational</th>
<th>Bachelor’s Degree</th>
<th>Master’s Degree</th>
<th>Professional Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>$20,441.66</td>
<td>$24,691.66</td>
<td>$42,525.00</td>
<td>$42,237.50</td>
<td>$71,071.43</td>
</tr>
<tr>
<td>Median</td>
<td>$19,250.00</td>
<td>$23,450.00</td>
<td>$43,400.00</td>
<td>$39,400.00</td>
<td>$60,500.00</td>
</tr>
<tr>
<td>Mode</td>
<td>$32,900.00</td>
<td>Cannot be determined</td>
<td>Cannot be determined</td>
<td>Cannot be determined</td>
<td>Cannot be determined</td>
</tr>
</tbody>
</table>

8. Distribute the **Handout: Writing Prompt Assignment.** Each student will complete the writing assignment prompt. Ask for volunteers to share their writing assignment with the class.

**USA Today Newspaper in Education Activity:**

**Purpose**

*Students will explore careers in the business world.*

**Activity**

*Read several articles in today’s Money section. Based on your reading, what careers seem to be in demand in the business world? What types of skills, education, and experience are necessary to perform the functions of those jobs?*

*Create five mock employment ads for job openings within the business, financial or tech industries. In your ads, include the name and type of business, describe the ideal candidate’s background, and list the duties of the job and the salary range.*

**Assessments:** Group participation, writing assignment, and home learning assignment will be evaluated. Answer the inquiry question

**Follow-up Activities/Home Learning/Parent:** Students will create a chart and survey 25 people including classmates, friends, family members, teachers, and others on the following question: What are the three things that you value most? Students will tally how many individuals identified education as one of the responses and report the results at the next class meeting.
What is the value?
Name: ________________________________ Date: ________ Period: ____

For each item listed below, give a dollar value.

1. A high school diploma                      $ __________
2. Passing the FCAT                              $ __________
3. Meeting with a group of friends after school $ __________
4. Going to your senior prom                    $ __________
5. Winning the state championship with your high school basketball team $ __________
6. Having your family see you graduate from high school $ __________
7. Getting a good recommendation from a teacher for an after-school job $ __________
8. Being eligible to get your driver’s license because your grades are good enough $ __________
9. Going to grad night                           $ __________
10. Getting an award from school                 $ __________

Determine an average or mean dollar amount of the ten items listed.

$______________

Work Space

Explain how you determined the average or mean dollar amount. What formula did you use?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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Continuing education beyond high school is one of the smartest financial investments a person can make. Here's why:

<table>
<thead>
<tr>
<th>Education</th>
<th>Average yearly earnings by highest degree held</th>
</tr>
</thead>
<tbody>
<tr>
<td>No high school diploma</td>
<td>$16,124</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$22,895</td>
</tr>
<tr>
<td>Some college</td>
<td>$24,804</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>$29,872</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>$40,478</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>$51,183</td>
</tr>
<tr>
<td>Doctorate Degree</td>
<td>$77,145</td>
</tr>
</tbody>
</table>
Florida Teens: The Possibilities Seem Endless After High School

by Randall S. Hansen, Ph.D.

Like many parts of the United States, Florida has recently seen tremendous job growth, with four industries leading the way: retail, healthcare, high tech, and tourism/hospitality. What does this news mean for you? It means that these industries need qualified employees; thus with the right education and training, your job and career opportunities in these fields over the next few years will be practically endless.

Depending on the type of high school education you've received and the amount of work experience you have, here are your options:

1. Jump into a job right now. Some of the companies interviewed for this article say there are job opportunities — and we're not talking about those minimum wage jobs — waiting to be filled right now for the qualified candidate.
2. Get some more training and get certified. Some of the companies mentioned that they have job openings where a college degree is preferred, but with the right certifications a person could be hired without the degree.
3. Attend community college and get an associates in a technical or specialized field; you will get an earlier start on a high paying job than if you attended a four-year college or university.
4. Go to a four-year college or university. The best opportunities — especially those with career advancement — still require a college degree. But if you go this route, you have to gain work experience through co-ops, internships, or summer jobs before you graduate.

"The earlier you can start a career focus or direction, the better," says Dianne Harrington-Gocek, a recruiting specialist with Cirent, a division of Lucent Technologies. A key, it seems, is gaining experience and obtaining the necessary skills as early as possible. "Specialists are more in demand than generalists — so good technical skills are very valuable with or without a four-year college degree," says Dr. Susan Quattrociocchi, director of the Northeast Tech Prep Consortium. However, if demand for these jobs ever slows, those with a four-year degree will hold up better, says Cindy Kane of Harris Corp.

Where to start? You have to first determine your strengths and interests and then decide on a path. Talk with current and former teachers, your family and friends, and use some of the resources in this article. If you're still not sure, check out some of the resources at Quintessential Careers: Career Exploration. Finally, no matter what path you choose, you still have options in terms of gaining more experience and education. But the key seems to be gaining that experience as early as possible.

What follows is a short look into each of the four high-growth industries mentioned at the beginning of the article.
TECHNOLOGY

The technology industry in Florida is growing rapidly, and includes such specialties as: computer applications, information technology, software design, telecommunications, semiconductor manufacturing, aerospace, electronics, laser electro-optics, and electronics.

According to the Florida Department of Labor and Employment Security (FDLES), the top three fastest growing occupations in the state over the next seven years are in the technology industry: computer support specialist, systems analyst, and computer engineer.

Some of the major technology employers in the state include: Harris Corporation; Honeywell, Inc.; Lockheed Martin Corporation; Lucent Technologies; Motorola, Inc.; Paradyne Corporation; Siemens, Inc.; TechData Corporation, and the United Space Alliance.

"Get involved early. Experience is a differentiator," says Cindy Kane, part of corporate college recruiting with Harris Corp. They're "ramping up" their internship efforts because they've found them very rewarding — for both the company and the students. And with the right level of classes and experience, students can start an internship there after their first year in college.

It's a little different at Cirent Semiconductor, a division of Lucent Technologies, where there are two paths students can follow, depending on their education goals and experiences. One path is the occupational area, where D'Juna Doby, a human resources associate, reports that the available jobs are operator-in-training and process analyst. The operator-in-training job does not even require a high school degree, but it is preferred. The process analyst requires an associate's degree or some equivalent training/certification. Both positions require testing and both are hourly paid union jobs. The professional jobs typically require a masters or doctorate degree, but Cirent does offer what they call the Opportunities Awards Program to high school seniors. Students are identified at the state science fair and begin an internship at Cirent in June, right after graduating from high school.

RETAIL

Jobs in retail can follow one of two paths. First, the store management path, which often begins with a job as a retail associate and progresses through various levels of store management and additional training. Second, the corporate path, which includes careers in buying/merchandising, logistics and distribution, as well as all other business functions.

And according to the FDLES, the occupation with the largest growth over the next seven years is retail salesperson, expected to grow some 23 percent to about 286,000 jobs within the state.
Sue Molennor, a senior human resource representative, states that those who wish to follow the store management track need as a minimum a high school diploma while those going the corporate route need at least a bachelor's degree — or related certification -- and some work experience. Regardless of the path, "there will be a ceiling you're going to reach if you don't have the college degree," says Molennor.

At J.C. Penney, a college degree is encouraged, but with the exception of some technical and financial positions available, a specific degree is not required for entry-level positions.

And other big Florida retailers, such as Office Depot, Beall's, Home Shopping Network, Publix, and Winn-Dixie, all echo these sentiments: a four-year degree is preferred, but not required, and equivalent experience is very valuable. Besides these large Florida companies, there are numerous national chains operating within the state as well as many smaller stores operating in strip malls and shopping centers across the state.

**HOSPITALITY/TOURISM**

Florida is well known for its booming tourism business, including the theme parks in central Florida, the Florida Keys, and the beaches and other attractions throughout the state. Ongoing and increased demand for tourist services causes demand for employees to increase. Florida hotels, restaurants, zoos, gardens, museums, and theme parks all have current job openings — and don't see the demand diminishing any time soon. There are all types of job opportunities in this industry, from blue collar positions that require little formal education to higher paying white collar positions that require some mix of training/experience, certifications, and higher education.

Some of the major tourism/hospitality firms in the state include: Busch Gardens Tampa Bay, Disney, Disney Cruise Line, SeaWorld, and Universal Studios Florida. This list does not include all the many hotels and restaurants located throughout the state.

For many of these companies, the way to get a foot in the door is by working for them as a part-time or seasonal employee. While these jobs often pay minimum wage and are considered "low-level" positions, you can still make a name for yourself. Universal Studios also offers internships to college students — from first year through senior. The goal is gaining experience in a variety of the company's operations. Disney Cruise Line offers advanced training and educational programs so employees can advance or switch jobs at their pace.
HEALTH CARE

With a large part of Florida's population classified as older adults, the need for healthcare services is dramatic. According to the FLDES, three of the top ten occupations with the fastest growth over the next seven years are in healthcare: home health aide, respiratory therapist, and physical therapy assistant. Over the next seven years, the number of registered nurses is expected to grow more than 34 percent to a total of almost 156,000 by 2007, which will relieve the current severe nursing shortage.

The healthcare industry includes privately and publicly owned medical offices, hospitals, assisted living and nursing facilities, and health maintenance organizations. Other important sectors in this industry are medical laboratories and medical device manufacturers. Some healthcare firms that operate in Florida include Baxter Healthcare; Bausch & Lomb, Inc.; Bausch & Lomb Pharmaceuticals; and Blue Cross/Blue Shield. There are also numerous health maintenance organizations, assisted living facilities, hospitals, and clinics located throughout the state — many owned or managed by such large organizations as Adventist Health System and Aetna U.S. Healthcare; however, in most cases, employment is handled at each location rather than at a corporate site.

Johnson & Johnson only hires people with at least a bachelor’s degree, and, as at Harris Corp., prefers masters and doctorates for other positions. However, the company also values work experience and service experience in combination with the degrees. Thus, the company does offer internships at various locations for college students.

NEXT STEP

Where do you go from here? You need to examine all your options. If you have a particular interest in working in one of these fast-growing industries, spend some time at some of the websites and read about the requirements for employment. You can find a list of these companies -- and many more -- in our Quintessential Directory of Company Career Centers. Email or call these companies to get more information. Visit some of the many Florida-specific job listing Web sites or one or more of the national job Web sites (where you can usually focus your search geographically). Get more information about general job-hunting tools, such as cover letters, resumes, and interviewing, by visiting Quintessential Careers: Career Resources.

If you are considering continuing your education, visit each college's Web site and review their educational programs, internship and co-op programs, and their placement record. Ask for a list of companies that have hired recent graduates in your field of study. Find all sorts of resources by visiting Quintessential Careers: College Planning Resources. And once at the school of your choice, work hard on gaining the education experience you need as well as the work experience companies desire.

Questions about some of the terminology used in this article? Get more information (definitions and links) on key college, career, and job-search terms by going to our Job-Seeker's Glossary of Job-Hunting Terms.
Dr. Randall Hansen is currently Webmaster of Quintessential Careers, as well as publisher of its electronic newsletter, QuintZine. He writes a biweekly career advice column under the name The Career Doctor. He is also a tenured associate professor of marketing in the School of Business Administration at Stetson University in DeLand, Florida. He is a published career expert -- and has been for the last ten years. He is co-author, with Katharine Hansen, of Dynamic Cover Letters. And he has been an employer and consultant dealing with hiring and firing decisions for the past fifteen years. He can be reached at randall@quintcareers.com.

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The Final Word Reading Strategy

The “Final Word” reading strategy is used to assist students to collaboratively explore a reading assignment, clarify their thinking, expand perspectives, and build on each other’s thinking.

This is a highly structured small group discussion aimed at getting the essential meaning from a specific reading.

- Students will read an assigned text or article, highlighting or writing down the important passages.
- Students form small groups of 3-5 and sit in a circle.
- The first person begins by reading what “struck them the most” from the piece – one thought or quote – and briefly explains why this particular thought or quote was important to him/her. (About 3 minutes)
- Proceeding around the circle, each person responds briefly to the thought or quote. (Less than one minute)
- After everyone responds, the person that began then has the “final word” and responds to what has been said. (No more than a minute)
- The next person in the circle then begins by sharing what struck him/her, and the process is recycled.

For each round, the teacher/facilitator allows about five (5) minutes. The role of the teacher/facilitator is to keep the process moving, keep it short, and keep it directed to the article. Everyone in the group should have the opportunity to participate, share, and respond. The total time is about 30 minutes, depending on the number of participants per group, the difficulty of the reading, and the preparation of the students.

Helpful Hints:

- You may want to distribute the rules to the students and review the rules prior to the activity.
- You may want to train a group of students as facilitators for the individual groups.
- You may want to post the rules around the classroom.
**How Much Do They Earn?**

People planning careers should have a general idea about average annual earnings in their field. This chart shows the average salaries for workers in a number of occupations. These are not entry rates, but average wages for employees currently in the field.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>Some College or Technical School Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank teller</td>
<td>Appliance salesperson</td>
</tr>
<tr>
<td>Cashier</td>
<td>Auto mechanic</td>
</tr>
<tr>
<td>Construction worker</td>
<td>Computer repair</td>
</tr>
<tr>
<td>Flight attendant</td>
<td>Dental hygienist</td>
</tr>
<tr>
<td>Garbage collector</td>
<td>Licensed practical nurse</td>
</tr>
<tr>
<td>Mail carrier</td>
<td>Paralegal worker</td>
</tr>
<tr>
<td>Police officer</td>
<td>Secretary</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Surveyor</td>
</tr>
<tr>
<td>Taxi driver</td>
<td>Welder</td>
</tr>
<tr>
<td>Telephone operator</td>
<td></td>
</tr>
<tr>
<td>Truck driver</td>
<td></td>
</tr>
<tr>
<td>Waiter/waitress</td>
<td></td>
</tr>
<tr>
<td>(plus tips)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army officer (captain)</td>
<td>Geologist</td>
</tr>
<tr>
<td>Bank officer</td>
<td>Hospital administrator</td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Librarian</td>
</tr>
<tr>
<td>Computer system analyst</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Electrical engineer</td>
<td>School counselor</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>School principal</td>
</tr>
<tr>
<td>Financial planner</td>
<td>Social worker</td>
</tr>
<tr>
<td>High school teacher</td>
<td>Urban planner</td>
</tr>
<tr>
<td>Pharmacist</td>
<td></td>
</tr>
<tr>
<td>Physical therapist</td>
<td></td>
</tr>
<tr>
<td>Property manager</td>
<td></td>
</tr>
<tr>
<td>Registered nurse</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctorate or Professional Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiropractor</td>
</tr>
<tr>
<td>Clergy member</td>
</tr>
<tr>
<td>College professor</td>
</tr>
<tr>
<td>Dentist</td>
</tr>
<tr>
<td>Lawyer</td>
</tr>
<tr>
<td>Physician</td>
</tr>
<tr>
<td>Psychologist</td>
</tr>
</tbody>
</table>

Source: Florida Agency for Workforce Innovation
Writing Assignment Prompt

Read
Think
Explain

There are many ways that a person can place a value on an education. Identify some ways that education is valued and how you value your education.

________________________ ______________________________________
________________________ ______________________________________
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On My Own

Lesson X
9th-12th grade

Inquiry Question: How does creating a budget help me become a more goal oriented?

Description: Students will create a budget, which will include their living expenses, to help understand the importance of planning and setting goals.

USA Today Newspaper in Education Description: Students will communicate a cause and effect relationship in predicting how current News events will develop in the future months.

Objectives: The student will be able to:

- Explain in writing why planning for the future is important.
- Explain in writing different ways numbers are represented and used in the real world.
- Compare the effects of operations on numbers and the relationships among these operations, select appropriate operations, and compute for problem solving.
- Use estimation in problem solving and computation.

USA Today Newspaper in Education Objectives: Students will be able to:

- Predict cause and effect relationships.
- Students will use analytical skills to predict who, what, where and when events develop.

Student Development Framework Standards and Benchmarks:

CD 1.5
Students describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, and work habits).

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours

Preparation/Instructional Materials:

- Magazines
- Newspapers
- Scissors
- Glue
- Poster board or construction paper
- Markers or colored pencils
- Paper or 3 X 5 index cards
- Handout: What it Really Takes!
- Handout: Household Budget Worksheet
- Handout: My Pie Graph
- Handout: Hot Jobs in Florida
- Handout: Hot Jobs Around the Country
- Handout: How Much Do They Earn?
- Handout: Writing Prompt Worksheet
- Apartment/House Guide (Available free at supermarkets, gas stations and other sites: Apartments For Rent, Harmon Homes)
- Car Guide (Available free at supermarkets, gas stations and other sites: Auto Mart, Show & Sell, Auto Guide)
- Ads from department stores
- Class set of calculators (Can be secured from testing or mathematics departments.)
- Computer Lab/Media Center for computer access

Vocabulary:

- Monthly earnings
- Tax Bracket
- Net earnings
- Difference between NEEDS and WANTS as it relates to must have expenses and optional expenses

Activation of Prior Knowledge:

- Display the following phrases on the board or overhead
  - rent/mortgage
  - groceries per month
  - car payment
  - clothing expenses
  - shoe expenses
  - travel expenses
  - utilities expense (electric, water, phone)
  - entertainment (eating out/movies etc.)
  - extracurricular activities (sports, hobbies, etc.)
  - child care

- Ask the students to think about how much these items cost their parents per month. They can work in pairs to come up with answers.
  - Create a 2 column chart to illustrate the following: ITEMS in column 1 and Estimated Monthly Expenses in column 2
  - Total the expenses and multiply by 12 (12 months) to determine the estimated annual expenses.

Instructional Lesson:

1. Instruct the students pretend that they are considering moving out of their family home. Have the students complete the Handout: WHAT IT REALLY TAKES! (The focus is to
help students have a realistic idea of what it takes to “make ends meet” every month/year—this should give a realistic view of the cost of living.

- Monthly expenses must include: (NEEDS) rent/mortgage {teachable moment - mention how much the real estate market in South Florida has fluctuated and how purchasing a house 5 years ago compares to purchasing a home at the present time - and possibly when they are ready to purchase a home in 10 or 15 years – or how much rent has increased} car payment/lease, car insurance, electric/gas, telephone, food, entertainment, up keep expenses may include yard, pool, general home repairs, car maintenance, gas {teachable moment - discuss rising gas prices… have teams calculate various costs to fill up a 18 gallon tank @ $1.50, $1.90, $2.25 and $3.00-ask the class if they know why the price of gas is rising so rapidly - mention this as a reason to listen to the news and see how world events do effect them!}
- Ask the students to list optional expenses (WANTS) on the additional expenses rows of the charts.
- Have students add the monthly expenses – multiply X 12 to determine annual cost.
- Allow students to take the Handout: WHAT IT REALLY TAKES home and discuss with family what the realistic cost.

2. Have students think about a job that they could obtain right now if they moved out – calculate their earnings per hour (minimum wage), per day, per week, per month, per year. Determine how much they would need to maintain their standard of living with this annual salary. Use this information to compare that they have calculated on their WHAT IT REALLY TAKES! chart.

- Explain to the students that their net monthly income (earnings) is the amount of money that they will have available for their monthly expenses. The students will need to calculate their net monthly earnings for a 17% tax bracket.
  - First method: Multiply monthly earnings by 17% or 0.17, and then subtract this amount from monthly earnings.
  - Second method: Multiply monthly earnings by 83% or 0.83. You may want to explain to the students that an individual’s tax bracket varies depending on their filing status and annual income. For assessment purposes, 17% is suggested.

3. Distribute and instruct students to use the newspaper, apartment/house guides, and car guides to determine the cost of expenses listed. If the internet is accessible, allow the students to visit various websites to determine cost, for extra credit students can call various companies to determine the cost of items.

4. Distribute Handout: Household Budget Worksheet, instruct the students to create a pie graph of their monthly expenses.

- To calculate the percentage of income each expense accounts for, divide the dollar amount for the expense by the net monthly income, then multiply by 100.
Example:

Student’s expense for rent = $300.00 per month
Student’s net income = $2,400.00 per month

\[
\frac{300}{2400} = .125 \\
.125 \times 100 = 12.5\%
\]

Explain to the students that a circle graph can only be used when the information being displayed totals 100%. In this case, 100% represents the student’s net monthly income. Explain to the students that the pie graph must have a title and labels or be color-coded with a key. Show the students an example of a correctly completed circle graph.

5. Distribute the Handouts: Hot Jobs In Florida, Hot Jobs Around the Country and How Much Do They Earn? The students will review the documents.

6. Facilitate a discussion that should include the following key points:

- Explain to the students that their occupation will determine where they will live, if they can afford a car, whether or not they will take vacations, and where they will vacation. In short, their occupation will determine their standard of living.

- Explain to the students that they should choose their occupation based on their strengths (academic and social) and interests.

- Ask the students to think about their collage. How can they achieve the lifestyle they envision?

- Why is thinking about life after senior high school important to their future success?

7. Instruct the students to complete the Handout: Writing Prompt as a way to bring closure to this lesson.

USA Today Newspaper in Education Activity:

Purpose
Students will communicate a cause and effect relationship in predicting how current News events will develop in the future months.

Activity
With a partner, find five interesting headlines in today’s News section and read the corresponding articles. Discuss how each of the issues you read about might develop in the next month. Based on your discussions, create five snappy headlines that could appear in the paper a month from now.

Finally, write a paragraph to go with your headlines that explains the recent developments related to each issue, i.e. your predictions, who, what, when, where, how and why.

Assessments: The Household Budget Worksheet, The Pie Graph, Writing Prompt, and the class discussion will be evaluated. Answer the inquiry question.
Follow-up Activities/Home Learning/Parent: Have the students ask parents about the household budget and identify current expenses and expenses parents anticipate having while the student attends senior high school.
Complete Column 1 in class, confer with an adult to complete Column 2 at home.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
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</thead>
<tbody>
<tr>
<td>RENT</td>
<td></td>
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<tr>
<td>CAR/TRANSPORTATION</td>
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<td>GAS</td>
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<tr>
<td>AUTO INSURANCE</td>
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<td>AUTO REPAIRS</td>
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<tr>
<td>SCHOOL CLOTHES</td>
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<tr>
<td>RECREATIONAL CLOTHES</td>
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<tr>
<td>SPECIAL FUNCTIONS</td>
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<td>SHOES</td>
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<td>GROCERIES</td>
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<tr>
<td>EATING OUT</td>
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<tr>
<td>DENTAL</td>
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<tr>
<td>CREDIT CARD PAYMENTS</td>
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<tr>
<td>VACATION</td>
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<tr>
<td>CELL PHONE</td>
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<td>HAIR – GROOMING</td>
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<tr>
<td>HYGIENE PRODUCTS</td>
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<td>HEALTH INSURANCE</td>
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<tr>
<td>TUITION</td>
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<tr>
<td>BOOKS/SCHOOL FEES</td>
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<tr>
<td>UTILITIES (WATER, GAS, ELECTRICITY)</td>
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<td></td>
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<tr>
<td>ADDITIONAL EXPENSES              1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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<tr>
<td>GRAND TOTAL</td>
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</tr>
</tbody>
</table>

$  $  $
Household Budget Worksheet

Name: ___________________________ Date: ___________ Period: ____

1. Select the median **gross earnings** that you will need to earn annually to maintain the standard of living that you would like after you graduate from high school.

   $ _______________

2. Establish your monthly earnings.  $________________

   **Work space**

3. Calculate your **net** monthly earnings for a 17% tax bracket.

   Multiply monthly earning by 17% or 0.17, then subtract this amount from monthly earnings.

   $_______________

   **Work space**

4. Based upon what you have just calculated, give a definition of the following terms:

   Gross income: _________________________________________________________

   Net income: ___________________________________________________________
5. Now that you have established your net monthly income, using the newspapers, apartment guides, car guides, and other documents provided, determine what the monthly payment will be for the following monthly expenses:

- If an expense is not applicable, fill in N/A. Example, if you don’t want a cellular phone, next to the item, write in N/A.)

- If the item is listed as a single price, determine what the monthly payments would be. Example, if tuition is $1,200. the monthly expense is $10.00.
  Total up your monthly expenses: $________________

6. Now that you have determined your monthly expenses, you will begin to create a pie graph that reflects the percentages spent on:

1. basic needs
2. supplemental needs
3. education
4. transportation
5. recreation or entertainment
6. miscellaneous items

You must determine which items fit into which category. Look carefully at your monthly expenses and determine where vacation fits, cell phone fits, rent, etc.) Add up the expenses to determine a total expense for each category.

**Work space**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TOTAL EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic needs</td>
<td></td>
</tr>
<tr>
<td>Supplemental needs</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Recreation or entertainment</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous items</td>
<td></td>
</tr>
</tbody>
</table>
7. Once you have determined your expenses for each category, you need to calculate the percentage of your net income spent on each category. This information will be used in your pie graph.

- How to calculate the percentage of an expense based on your net income

  Student’s expense for rent = $300.00 per month
  Student’s net income = $2,400.00 per month
  $300 ÷ $2,400.00 = .125  .125 x 100 = 12.5%

Work space
HOT JOBS IN FLORIDA

Despite the shrinking world of “dotcoms”, some of the fastest growing jobs in Florida are in high-tech fields. The fastest-growing occupations in Florida are:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>1999 jobs</th>
<th>Projected jobs for 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Support Specialist</td>
<td>21,044</td>
<td>43,328</td>
</tr>
<tr>
<td>Systems Analyst</td>
<td>29,018</td>
<td>56,184</td>
</tr>
<tr>
<td>Computer Engineer</td>
<td>11,742</td>
<td>20,355</td>
</tr>
<tr>
<td>Surgical Technician</td>
<td>3,610</td>
<td>6,028</td>
</tr>
<tr>
<td>Paralegal</td>
<td>8,445</td>
<td>15,736</td>
</tr>
<tr>
<td>Instructional Coordinator</td>
<td>5,362</td>
<td>8,370</td>
</tr>
<tr>
<td>Database Administrator</td>
<td>3,724</td>
<td>6,047</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>17,978</td>
<td>28,928</td>
</tr>
<tr>
<td>Packaging &amp; Machine Filing Operator</td>
<td>11,951</td>
<td>19,145</td>
</tr>
<tr>
<td>Medical Records Technician</td>
<td>6,223</td>
<td>9,871</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>4,029</td>
<td>6,284</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td>5,087</td>
<td>7,858</td>
</tr>
<tr>
<td>Human Services Worker</td>
<td>10,430</td>
<td>15,851</td>
</tr>
<tr>
<td>Corrections Officer and Jailer</td>
<td>28,112</td>
<td>42,369</td>
</tr>
<tr>
<td>Telemarketer, Street Vendor</td>
<td>42,995</td>
<td>64,747</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>24,463</td>
<td>36,605</td>
</tr>
<tr>
<td>Adjustment Clerk</td>
<td>29,307</td>
<td>43,778</td>
</tr>
<tr>
<td>Securities, Financial Service Sales</td>
<td>20,877</td>
<td>30,744</td>
</tr>
<tr>
<td>Producer, Director, Actor, Entertainer</td>
<td>5,395</td>
<td>7,874</td>
</tr>
<tr>
<td>Engineering, Computer Systems Manager</td>
<td>12,663</td>
<td>18,382</td>
</tr>
</tbody>
</table>

Source: Florida Agency for Workforce Innovation
HOT JOBS AROUND THE COUNTRY

Here are the fastest-growing occupations in the United States between 1998 and 2008 (estimated), according to the U.S. Bureau of Labor

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Health Aides</td>
<td>138%</td>
</tr>
<tr>
<td>Human Service Worker</td>
<td>136%</td>
</tr>
<tr>
<td>Personal and Home Care Aides</td>
<td>130%</td>
</tr>
<tr>
<td>Computer Engineers and Scientists</td>
<td>112%</td>
</tr>
<tr>
<td>Systems Analysts</td>
<td>110%</td>
</tr>
<tr>
<td>Physical and Corrective Therapy Assistants and Aides</td>
<td>93%</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>88%</td>
</tr>
<tr>
<td>Paralegal</td>
<td>86%</td>
</tr>
<tr>
<td>Teachers, Special Education</td>
<td>74%</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>71%</td>
</tr>
<tr>
<td>Detectives</td>
<td>70%</td>
</tr>
<tr>
<td>Correction Officers</td>
<td>70%</td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>66%</td>
</tr>
<tr>
<td>Travel Agents</td>
<td>66%</td>
</tr>
<tr>
<td>Radiology Technologists and Technicians</td>
<td>63%</td>
</tr>
<tr>
<td>Nursery Workers</td>
<td>62%</td>
</tr>
<tr>
<td>Medical Records Technicians</td>
<td>61%</td>
</tr>
<tr>
<td>Operations Research Analysts</td>
<td>61%</td>
</tr>
<tr>
<td>Occupational Therapists</td>
<td>60%</td>
</tr>
<tr>
<td>Legal Secretaries</td>
<td>57%</td>
</tr>
<tr>
<td>Teachers, Kindergarten and Preschool</td>
<td>54%</td>
</tr>
<tr>
<td>Manicurists</td>
<td>54%</td>
</tr>
<tr>
<td>Producers, Directors, Actors and Entertainers</td>
<td>54%</td>
</tr>
<tr>
<td>Speech-language Pathologists and Audiologists</td>
<td>51%</td>
</tr>
<tr>
<td>Flight Attendants</td>
<td>51%</td>
</tr>
<tr>
<td>Guards</td>
<td>51%</td>
</tr>
<tr>
<td>Insurance Adjusters, Examiners, and Investigators</td>
<td>49%</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>48%</td>
</tr>
<tr>
<td>Psychologists</td>
<td>48%</td>
</tr>
<tr>
<td>Paving, Surfacing, and Equipment Operators</td>
<td>48%</td>
</tr>
</tbody>
</table>

Source: Florida Agency for Workforce Innovation
How Much Do They Earn?

People planning careers should have a general idea about average annual earnings in their field. This chart shows the average salaries for workers in a number of occupations. These are not entry rates, but average wages for employees currently in the field.

<table>
<thead>
<tr>
<th>High School Diploma</th>
<th>Some College or Technical School Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank teller</td>
<td>Appliance salesperson</td>
</tr>
<tr>
<td>Cashier</td>
<td>Auto mechanic</td>
</tr>
<tr>
<td>Construction worker</td>
<td>Computer repair</td>
</tr>
<tr>
<td>Flight attendant</td>
<td></td>
</tr>
<tr>
<td>Garbage collector</td>
<td>Dental hygienist</td>
</tr>
<tr>
<td>Mail carrier</td>
<td>Funeral director</td>
</tr>
<tr>
<td>Police officer</td>
<td>Hairstylist</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Licensed practical nurse</td>
</tr>
<tr>
<td>Taxi driver</td>
<td>Paralegal worker</td>
</tr>
<tr>
<td>Telephone operator</td>
<td>Preschool teacher</td>
</tr>
<tr>
<td>Truck driver</td>
<td>Secretary</td>
</tr>
<tr>
<td>Waiter/waitress</td>
<td>Surveyor</td>
</tr>
<tr>
<td>(plus tips)</td>
<td>Welder</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Army officer (captain)</td>
<td>Geologist</td>
</tr>
<tr>
<td>Bank officer</td>
<td>Hospital administrator</td>
</tr>
<tr>
<td>Civil engineer</td>
<td>Librarian</td>
</tr>
<tr>
<td>Computer system analyst</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Electrical engineer</td>
<td>School counselor</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>School principal</td>
</tr>
<tr>
<td>Financial planner</td>
<td>Social worker</td>
</tr>
<tr>
<td>High school teacher</td>
<td>Urban planner</td>
</tr>
<tr>
<td>Pharmacist</td>
<td></td>
</tr>
<tr>
<td>Physical therapist</td>
<td></td>
</tr>
<tr>
<td>Property manager</td>
<td></td>
</tr>
<tr>
<td>Registered nurse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor’s or Professional Degree</td>
<td></td>
</tr>
<tr>
<td>Chiropractor</td>
<td></td>
</tr>
<tr>
<td>Clergy member</td>
<td></td>
</tr>
<tr>
<td>College professor</td>
<td></td>
</tr>
<tr>
<td>Dentist</td>
<td></td>
</tr>
<tr>
<td>Lawyer</td>
<td></td>
</tr>
<tr>
<td>Physician</td>
<td></td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
</tr>
</tbody>
</table>

Source: Florida Agency for Workforce Innovation
Writing Prompt

How can planning for your future help you reach your goals? What will be some of the things you need to accomplish in order to achieve an identified lifestyle?

________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
________________________ ______________________________________
The Importance of being a Team Member

Lesson XI
9th grade

Inquiry Question: How can I be a more active team member?

Description: The students will demonstrate how teamwork contributes to success in school and in the workplace.

USA Today Newspaper in Education Description: Students will recognize the importance of working with others in order to achieve common goals.

Objectives: The student will be able to:

- Correlate the relationship between teamwork and work-related success.
- Demonstrate teamwork skills.

USA Today Newspaper in Education Objectives: Students will be able to:

- Correlate the relationship between teamwork and work related success.
- Demonstrate teamwork skills.

Student Development Framework Standards and Benchmarks:

Benchmark PS 4.4
Develop and use effective group-membership skills.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 hours

Preparation/Instructional Materials:

- Handout: The Goose Story
- Handout: Team Rules
- Handout: Teamwork Matching Activity
- Handout: Teamwork Matching Activity Teacher Answer Key
- Handout: Designing and Creating a Teamwork Poster
- Handout: Teamwork Poster Rubric
- Handout: Effective Team Member Profile

Activation of Prior Knowledge:

- Ask students if they watch sports or have ever been on a team. Have students write a short essay about why teamwork is important.
**Instructional Lesson:**

Distribute the **Handout: Goose Story**.
- Through jump-in reading, review the story and instruct the students to identify teamwork skills that are used in the story.

Distribute the **Handout: Team Rules**.
- Review the behavior required during any group activity.

Distribute the **Handout: Teamwork Matching Activity**.
- Instruct students to match the behaviors with the definitions. Review the answers with the students.
- Instruct students, in their groups, to provide an example of the time when a member of the group has demonstrated that behavior.
- Share 3-5 examples with entire class.

Distribute and explain the **Handout: Designing and Creating a Teamwork Poster** instructions.
- Instruct the students to:
  - begin to create a design and a slogan for the poster
  - determine which supplies are required for next class meeting
  - determine which student will be responsible for which supplies
  - review the rubric with the class prior to dismissal.

Additional class meeting time will be allocated for the completion, presentation, and evaluation of the Teamwork Posters.

Distribute **Handout: Effective Team Member Profile**. Profiling a team is important to ensure that each member understands the objective of the team.
- As a reflection exercise, each team member will complete the profile and write a statement for each.
- Place profile reflection in the student portfolio.

**USA Today Newspaper in Education Activity:**

**Purpose**
*Students will demonstrate how teamwork contributes to success in school and the workplace.*

**Activity**
*Find an article in the SPORTS section of USA TODAY which refers to teamwork or a group of people working together.*

*How important do you feel it is to work as a team? Did the group in the article work together to successfully meet their goal?*

*Do you prefer to work individually or in a group?*

**Assessments:** Teamwork Poster utilizing Teamwork Poster Rubric and observation of student participation. Profile reflection. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** Students will secure materials and supplies needed to create class teamwork poster assignment.
THE GOOSE STORY

Next autumn, when you see geese heading south for the winter, flying along in a 'V' formation, you might like to know what science has discovered about their flight patterns.

Scientists have determined that as each bird flaps its wings, it creates uplift for the bird immediately following. By flying in a "v" formation, the whole flock adds at least 72 percent to the flying range that each bird would have if it flew on its own.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone. It quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

When the lead goose gets tired, he rotates back in the formation and another goose flies "point."

The geese honk from behind to encourage those up front to keep up their speed.

Finally, when a goose gets sick or is wounded by gun shots and falls out, two geese fall out of the formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they then launch out on their own with another formation to catch up with the group.

Identify the teamwork skills that the geese used in each of the six paragraphs. Justify your choice by explaining how that skill is being used.
# Team Rules

<table>
<thead>
<tr>
<th>Team Courtesy</th>
<th>Agreeing to Disagree</th>
<th>Fouls When Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen to each other's ideas.</td>
<td>• Identify the problem</td>
<td>• Blaming</td>
</tr>
<tr>
<td>• Praise each other’s ideas.</td>
<td>• Focus on the problem</td>
<td>• Name-Calling</td>
</tr>
<tr>
<td>• Agree to disagree.</td>
<td>• Attack the problem, not the person.</td>
<td>• Threats</td>
</tr>
<tr>
<td>• Help each other.</td>
<td>• Listen with an open mind.</td>
<td>• Put-Downs</td>
</tr>
<tr>
<td>• Talk about how you worked well together and how you can improve.</td>
<td>• Treat a person’s feelings with respect.</td>
<td>• Bossing</td>
</tr>
<tr>
<td>• VCR, VCR, VCR - Voice Control Required</td>
<td>• Take responsibility for your actions.</td>
<td>• Making Excuses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Getting Even</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bringing Up The Past</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sneering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not Taking Responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hitting</td>
</tr>
</tbody>
</table>
Teamwork Matching Activity

Match the teamwork definition by placing the correct letter in the box to the left next to the teamwork behavior.

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>S accepts constructive criticism</td>
<td>A works unsupervised</td>
</tr>
<tr>
<td>W encouraging</td>
<td>B productive</td>
</tr>
<tr>
<td>persistent</td>
<td>C polite</td>
</tr>
<tr>
<td>independent</td>
<td>D punctual</td>
</tr>
<tr>
<td>cooperates</td>
<td>E prepared</td>
</tr>
<tr>
<td>patience</td>
<td>F works well with others</td>
</tr>
<tr>
<td>competent</td>
<td>G responsible</td>
</tr>
<tr>
<td>reliable</td>
<td>H does not rush projects</td>
</tr>
<tr>
<td>good communication skills</td>
<td>I has good skills for the job</td>
</tr>
<tr>
<td>hard working</td>
<td>J speaks and writes properly</td>
</tr>
<tr>
<td>common sense</td>
<td>K culturally diversified</td>
</tr>
<tr>
<td>accuracy</td>
<td>L checks work for mistakes</td>
</tr>
<tr>
<td>listens</td>
<td>M adapts to new ideas and situations</td>
</tr>
<tr>
<td>technology skills</td>
<td>N hears what other people say</td>
</tr>
<tr>
<td>multicultural sensitive</td>
<td>O motivated</td>
</tr>
<tr>
<td>sets high goals</td>
<td>P controls temper</td>
</tr>
<tr>
<td>accepts changes</td>
<td>Q maximum effort given</td>
</tr>
<tr>
<td>follows directions</td>
<td>R safe use of and proper care for materials and equipment</td>
</tr>
<tr>
<td>friendly</td>
<td>S seeks assistance appropriately</td>
</tr>
<tr>
<td>integrity/ethical behavior</td>
<td>T uses good judgment</td>
</tr>
<tr>
<td>ready to work</td>
<td>U follows instructions</td>
</tr>
<tr>
<td>good hygiene</td>
<td>V nice to others</td>
</tr>
<tr>
<td>organizes others to stay on task</td>
<td>W supports others</td>
</tr>
<tr>
<td>frustration/tolerance</td>
<td>X good self esteem/self confident</td>
</tr>
<tr>
<td>good attendance</td>
<td>Y leadership abilities</td>
</tr>
<tr>
<td>displays good manners</td>
<td>Z displays good personal appearance</td>
</tr>
<tr>
<td>mature</td>
<td>AA honest and trustworthy</td>
</tr>
<tr>
<td>stays on task</td>
<td>BB likes new ideas</td>
</tr>
<tr>
<td>creative/innovative</td>
<td>CC finishes assignments</td>
</tr>
</tbody>
</table>
# Teamwork Matching Activity Teacher Answer Key

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<td>C polite</td>
</tr>
<tr>
<td>A independent</td>
<td>D punctual</td>
</tr>
<tr>
<td>F cooperates</td>
<td>E prepared</td>
</tr>
<tr>
<td>H patience</td>
<td>F works well with others</td>
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<td>I competent</td>
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<td>BB likes new ideas</td>
</tr>
<tr>
<td>BB creative/innovative</td>
<td>CC finishes assignments</td>
</tr>
</tbody>
</table>
Designing and Creating a Teamwork Poster

We see posters everywhere, from a store window advertising an upcoming event to movie posters announcing the next great flick. A poster usually includes a picture or graphic design with the text.

A poster is not a report. There should not be lengthy information. It should be short, to the point, with catchy sayings. Colors and or patterns along with a variety of materials should be used in creative ways to catch the attention of the reader.

Working in groups of 3, using a flat piece of poster board, foam board, or a 3-sided display board, create a poster demonstrating teamwork in action. The group will have one week to complete the poster. Two hours of class time will be given.

Special Considerations:

- The purpose of a poster is to announce something or to sell something. You are selling the idea that in order to be successful, you have to be able to work effectively as a team. The best posters are simple and easy to read.
- The poster should be balanced; no part of the poster should overpower the other.
- Play-on words, rhymes, popular sayings and/or dramatic pictures can be used.

Required Information that Must be Displayed on the Poster:

- A slogan for the poster that gets the attention of the reader
- Picture or pictures demonstrating teamwork in action
- Explanation of why teamwork is important in the real world
- Five of the most important teamwork skills necessary to build a successful team
Teamwork Poster Rubric

1. _______ Creativity (25 points) - Variety of materials, colors, shapes, slogans, rhythms, and or unique pictures used to get the attention of the reader.

2. _______ Workmanship (25 points) - This is the overall quality of the poster, including lettering, coloring, pictures, and message. Quality workmanship results in outstanding posters.

3. _______ Informative (50 points) - This includes:
   a) (1-10 pts.) ______ Slogan that gets the attention of the reader
   b) (1-10 pts.) ______ Picture demonstrating teamwork in action
   c) (1-10 pts.) ______ The importance of a team in the real world
   d) (1-10 pts.) ______ The 5 most important teamwork skills necessary for a successful team
   e) (1-10 pts.) ______ A verbal explanation as to how the skills are critical to the team

Total Points __________

Grade ______________________

Students: 
1: ____________________________
2: ____________________________
3: ____________________________
4: ____________________________

Period: _______ Date: ____________
Effective Team Member Profile

Each person has unique traits, abilities, skills, and perceptions that contribute to the success of a team. Brainstorm the different tasks that must be performed by each team member.

**Reporter:** __________________________________________________________

**Time Keeper:** ______________________________________________________

**Facilitator:** _________________________________________________________

**Recorder:** _________________________________________________________

**Profile Reflection:** What are your traits which contribute or detract from the success of a team?

<table>
<thead>
<tr>
<th>Contribute</th>
<th>Detract</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
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Organization is Key

Lesson XII
9th-12th grade

Inquiry Question: How can being organized help me get better grades?

Description: For the purpose of achieving better grades, students will develop an organizational plan.

USA Today Newspaper in Education Description: Students will recognize that self organization is preparation for future success in school and the workplace.

Objectives: Students will be able to:

- Communicate in writing a cause and effect relationship between personal organization skills and effective learning.
- Create a plan to develop better organizational skills.

USA Today Newspaper in Education Objectives: Students will be able to:

- Create a plan to develop better organizational skills.
- Understand the importance of planning for the future.

Student Development Framework Standards and Benchmarks:

Benchmark ED 3.1
Know common study skills and habits that contribute to effective learning.

Benchmark PS 1.6
Understand the concept of personal responsibility.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 1-2 hours or one block period.

Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record answers.
- Handout: How Organized Are You?
- Handout: Cause and Effects of Being Organized. Note that there are four (4) different cause and effects handouts.
- Handout: My Plan for Getting It Together
- Review the assignment with the mathematics teacher who will assess the plan and provide extra credit.
Activation of Prior Knowledge:

Read the following:

Sean John Combs, aka, P. Diddy, Puff Daddy, and Sean "Puffy" Combs. Ask how many students know who this is. Ask the students if they know how P. Diddy earns his living. (Record producer, clothing producer, recording artist, actor, restaurant owner, and movie producer are some responses.)

Read the following scenario:

Puff Daddy scheduled to record an album with Lil’ Kim at 3:30 in the afternoon. The recording studio charges $23,000 per hour to use the facilities and the sound equipment. Lil’ Kim arrived at the studio on time ready to rap. As Lil’ Kim walked through the door, so did Mariah Carey.

Puff Daddy realized he had also booked Mariah Carey at the same time. This is the third time P. Diddy has booked two people at the same time for the same recording studio facilities. He is tired of losing $23,000 each time and upsetting the artists he gets to record for him.

Ask the students what he could have done to prevent this overbooking. Ask students to volunteer to share their answers.

Explain that just as P. Diddy needs to be organized in order to succeed as a performer, restaurant owner, music producer, and producer of his own line of clothing, students need to be well organized in order to be successful.

Instructional Lesson:

1. Ask students to generate ways that they are well-organized and record answers on the board, poster board, or acetate with an overhead.

2. Distribute Handout: How Organized Are You? Read the directions aloud. Allow five minutes for students to complete the inventory.

3. Instruct students to determine a personal score by adding up the numbers they have circled. Ask volunteers to share how this information helps them identify areas to improve.

4. Review the concept of cause and effect with students. Explain that cause and effect can have both positive and negative results. (Example: If you always do your homework, you will get a better class grade. If you do not do your homework regularly, the effect could be a lower class grade.) Ask students to generate cause and effect relationships that generate positive and/or negative results.

5. Explain to students that being organized directly affects how well they do in school and other areas of life. There is a direct cause and effect relationship between personal organization and school success.

6. Place students in cooperative groups of two (2) to three (3) students. Each group will be directed to complete the Handout: Cause and Effects of Being Organized. (There will
be four (4) different handouts so that several concepts are covered.) Instruct students to **read the causes and generate two (2) effects for each cause** in their groups.

7. Have groups share by reading their causes and effects.

8. Distribute the **Handout: My Plan for Getting It Together**.
   - Explain that they will create a personal plan of strategies to help them become better organized. Instruct students to use the **Handout: How Organized Are You?** in order to generate responses.

9. The **Handout: My Plan for Getting It Together** and the **Handout: How Organized Are You?** The documents should be shared with parents and returned as a home learning assignment.

10. Instruct students to log on to [www.organizedteens.com](http://www.organizedteens.com) and click on school stuff. Ask students to read the article on School Stuff (Space Formula – Putting it all Together)
   - After reading the article, complete the following activity.

   Your best friend is attending the FBLA (Future Business Leaders of America) State Conference in Orlando, Florida. Using SPACE Formula given in the article, make recommendations

**USA Today Newspaper in Education Activity:**

**Purpose**
Students will develop strategies that will assist them in developing better organizational skills.

**Activity**
Select several articles from one **USA TODAY** reporter. What organizational skills did they have to use to research, write and edit their stories? What does it mean to “be on deadline”?

**How could you improve your organizational skills?**

**Assessment:** Each student will create a plan to become better organized. The plan will be assessed. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that will result in a more successful senior high school experience:

- The parents will review the student’s plan to become better organized, sign the plan, and remind the student to return it.

- The student will select a famous individual and generate a letter asking the person how he/she maintains a busy schedule and what strategies he/she uses to stay organized. The letter will be evaluated by the Language Arts or Business teacher for content and format.
**How Organized Are You?**

This is a survey to see how organized you are.
Circle 1 if the statement is **never true**.
Circle 2 if the statement is **sometimes true**.
Circle 3 if the statement is **often true**.
Circle 4 is the statement is **always true**.

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I check for my supplies the night before school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I have a dictionary, a good light, and study tools at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I bring everything I need at home from school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I check to be sure I have my assignments before the end of the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I check to make sure I have the right books before going home in the afternoon.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I have the phone number of one classmate in each of my classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>At the beginning of each week, I think about what I need to accomplish.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I clean out my book bag at least twice per month.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I have a notebook or folder for each class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I always have an extra pencil or pen in my book bag.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>When I have a major project due, I mark tasks to be completed on a calendar.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>I have a calculator when needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>I have a daily planner or assignment book where I can write down my assignments every day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>I do homework the night before, not just before class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>I check my planner frequently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>I check my book bag in the morning before I leave from home to make sure I have my assignments that are due.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>The papers in my notebooks are neat and orderly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>I get supplies before they run out (like more paper).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>I have my homework ready on the day it is due.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>I study on a regular basis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Add up your points: ____**

- **70-80** You are totally organized and ready to learn!
- **50-69** Just a few areas that need to improve!
- **30-49** Improvement is needed.
- **Below 30** Help is definitely required!
#1 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

Example:  
**Cause:** You left your math book at school.  
**Effects:** You will not be able to complete your homework.  
You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You did not place a project assignment in your notebook.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>You did not understand how to complete a homework assignment.</td>
<td>1.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>You identified afternoon tutoring sessions and wrote down the time and room location.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#2 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

Example:  
**Cause:** You left your math book at school.  
**Effects:** You will not be able to complete your homework. You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You read only half of the novel assigned to you.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>You do not have separate folders or notebooks for each class, but keep all of your papers inside of your bookbag.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2.</td>
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<td></td>
<td></td>
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<tr>
<td>You always have enough supplies for class.</td>
<td>1.</td>
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<td></td>
<td></td>
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<td></td>
<td>2.</td>
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</tbody>
</table>

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#3 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

**Example:**  
**Cause:** You left your math book at school.  
**Effects:** You will not be able to complete your homework. You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
</table>
| You are always late for class, appointments, practice, and even meeting friends. | 1. ____________________________________________  
|                                                                      | ____________________________________________  
|                                                                      | 2. ____________________________________________  
|                                                                      | ____________________________________________  
| You usually start a big project the night before it is due.         | 1. ____________________________________________  
|                                                                      | ____________________________________________  
|                                                                      | 2. ____________________________________________  
|                                                                      | ____________________________________________  
| You start your homework when you get home from school.              | 1. ____________________________________________  
|                                                                      | ____________________________________________  
|                                                                      | 2. ____________________________________________  
|                                                                      | ____________________________________________  |
#4 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

**Example:**

**Cause:** You left your math book at school.
**Effects:** You will not be able to complete your homework. You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You generally get up late for school every day.</td>
<td>1.</td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td>2.</td>
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<td></td>
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<td></td>
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<tr>
<td>You ask the teacher before you leave school if you do not understand your assignment or how to complete your homework assignment.</td>
<td>1.</td>
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<tr>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Your planner is so small that you always lose it.</td>
<td>1.</td>
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<tr>
<td></td>
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<td></td>
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<td></td>
<td>2.</td>
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</tbody>
</table>
My Plan for Getting It Together

Name: _________________________ Date: ___________ Period: ____________

List four (4) areas where you need to be better organized and create a plan for doing it.

Example: **Problem:** I need to stop waiting until the last minute to begin long-term projects.

**Plan:** I am going to create a calendar of tasks to be completed for the project and check my progress daily.

Problem #1: ____________________________________________________________

Plan: ________________________________________________________________

Problem #2: __________________________________________________________

Plan: ________________________________________________________________

Problem #3: __________________________________________________________

Plan: ________________________________________________________________

Problem #4: __________________________________________________________

Plan: ________________________________________________________________

Share this plan with your parent(s) and return this assignment.

Parent/Guardian Signature: ____________________________________________
What is SCANS?

Lesson XIII
9th-12th grade

Inquiry Question: What behaviors can I change to help me be more successful in school?

Description: This lesson introduces the students to SCANS. The Secretary of Labor’s Commission on Achieving Necessary Skills and the importance of developing skills in senior high school that can transfer into success in the workplace.

USA Today Newspaper in Education Description: This lesson will assist students in exploring what career path may be of interest to them.

Objectives: The student will be able to:

- Explain in writing what SCANS skills are and provide examples.
- Create a cartoon which depicts SCANS skills.
- Explain how the skills developed in high school are important to society.

USA Today Newspaper in Education Objectives: Students will be able to:

- Explore competencies which relate to different career options.
- Identify their own personal qualities and how they can apply those characteristics to the workplace.

Student Development Framework:

Benchmark CD 4.1
Describe the work tasks, educational requirements, related skills, and other characteristics of various occupations.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 2 Hours.

Preparation/Instructional Materials:

- Handout: What is SCANS?
- Handout: SCANS Skills Chart
- Handout: Glossary of Terms
- Handout: Comic Strips from newspaper (Teacher identifies and prepares as handout prior to lesson)
- Handout: SCANS Cartoons
- Handout: SCANS Cartoon Strip Template
Activation of Prior Knowledge:

- On the board, overhead or chart paper, list the following skills, ask the students to write a statement that explains the skill/term. (Teachers should review the Handout: What is SCANS handout for background information as needed).

- BASIC SKILLS
- THINKING SKILLS
- PERSONAL QUALITIES
- RESOURCEFUL
- INTERPERSONAL SKILLS
- KNOWLEDGE OF INFORMATION
- TECHNOLOGICAL SKILLS

Optional Strategies:
- Teacher can create learning groups and Jig Saw the task.
- Think, pair, share (allow the students to think about the information – write their ideas, then share with a partner and create a master class list.
- Carousel Brainstorming – Place various headings on chart paper around the room and have students respond to each chart. (similar to Chalk Talk) This activity provides opportunity for movement. If the class size is large – allow rows or groups to go in rotation.

Instructional Lesson:

1. Distribute the Handout: What is SCANS? (Preview this article)
   - Working in pairs, have the students rewrite the introductory paragraph in a way that is clear to other students and contains the same basic information.
   - Instruct pairs of students to join another pair, (creating a square), and instruct the new group to rewrite the introductory paragraph in a finalized form.
   - Instruct each group of four select one student who will read aloud the final version.

2. Distribute the Handout: SCANS Skills Chart. Use jump-in reading to review information.
   - Share with students that there are three SCANS skills: Basic Skills, Thinking Skills, and Personal Qualities. There are also Five Workplace Competencies: Resources, Interpersonal, Information, Systems, and Technology. Write these on the blackboard or use an acetate and overhead projector.

3. Instruct students that they will learn what these skills and competencies are through a series of creative activities – students may work in groups or pairs:
   - **Activity #1:** Locate three comic strips from the newspaper that depict work-related behaviors. Duplicate and distribute the comic strips as a class handout. Instruct pairs of students to identify as many of the SCANS skills and competencies as they can find displayed in the strips.
   - **Activity #2:** Distribute the Handout: SCANS Cartoon. Instruct the students to write a caption for each of the three cartoons and identify a SCANS skill or competency that is depicted in the cartoon. Have volunteers share their captions.
- **Activity #3**: Distribute the Handout: SCANS Cartoon Strip Template. Create their own comic strip that will reflect five SCANS skills or competencies.

4. Post the students’ comic strips around the room.

5. Review the SCANS skills and the purpose of the Secretary of Labor’s Commission on Achieving Necessary Skills. Ask why knowing this information is important to them and to our nation.

**USA Today Newspaper in Education Activity:**

**Purpose**
The purpose of this lesson is to assist students in the exploration of career paths.

**Activity**
What factors determine the career path an individual chooses? How much of a person’s career do you think can be planned?

Find an article in the USA TODAY paper which discusses an individual in a specific career path and how that person made it to the position they are in today.

**Assessments**: Evaluation of student created cartoon strips. Answer the inquiry question.

**Follow-up Activities/Home Learning/Parent**: Instruct the students to visit a mall/store or a business that is involved in providing a service to the consumer within the next seven days. The student will identify ten SCANS skills demonstrated and elaborate on the incident or situation that was involved that depicted basic skills, thinking skills, and personal qualities, and the five workplace competencies.
What is SCANS?

Published and released in June 1991, the SCANS Report's skills and competencies were identified by the Secretary of Labor's Commission on Achieving Necessary Skills. The national commission deemed the skills a necessary requirement of high school graduates or persons entering the workforce, and especially those expecting to become successful members of that workforce. As such, the report places particular emphasis not only on identified skills, but on acceptable levels of proficiency, proficiency assessment, and strategies employers and educators must consider in order for students to have access to and meaningful experience with the identified skills. The commission recommended using SCANS as a tool to identify applicable school-to-work transition skills which could serve as a basis for defining quality instructional products.

**Basic Skills:**

Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues

E. Speaking--organizes ideas and communicates orally

**Thinking Skills:**

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. Creative Thinking--generates new ideas

B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. Problem Solving--recognizes problems and devises and implements plan of action

D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
E. **Knowing How to Learn**--uses efficient learning techniques to acquire and apply new knowledge and skills

F. **Reasoning**--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

**Personal Qualities:**

Displays responsibility, self-esteem, sociability, self-management, integrity, and honesty

A. **Responsibility**--exerts a high level of effort and perseveres towards goal attainment

B. **Self-Esteem**--believes in own self-worth and maintains a positive view of self

C. **Sociability**--demonstrates understanding, friendliness, adaptability, and empathy

D. **Self-Management**--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. **Integrity/Honesty**--chooses ethical courses of action

**FIVE WORKPLACE COMPETENCIES**

**Resources:**

Identifies, organizes, plans, and allocates resources

A. **Time**--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. **Money**--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. **Material and Facilities**--Acquires, stores, allocates, and uses materials or space efficiently

D. **Human Resources**--Assesses skills and distributes work accordingly, evaluates performance and provides feedback
**Interpersonal:**

Works with others

A. Participates as Member of a Team--contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers--works to satisfy customers' expectations
D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity--works well with men and women from diverse backgrounds

**Information:**

Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

**Systems:**

Understands complex inter-relationships

A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them.
B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions.
C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance.
Technology:

Works with a variety of technologies

A. Selects Technology--chooses procedures, tools or equipment, including computers and related technologies.

B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment.

C. Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies.
### SCANS Skills Chart

<table>
<thead>
<tr>
<th>FOUNDATION SKILLS</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>✚ Reading</td>
<td>✚ Acquiring, evaluating, organizing, maintaining, interpreting, and communicating information</td>
</tr>
<tr>
<td>✚ Writing</td>
<td>✚ Using computers for processing information</td>
</tr>
<tr>
<td>✚ Mathematics</td>
<td></td>
</tr>
<tr>
<td>✚ Speaking</td>
<td></td>
</tr>
<tr>
<td>✚ Listening</td>
<td></td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td><strong>Interpersonal Skills</strong></td>
</tr>
<tr>
<td>✚ Creative thinking</td>
<td>✚ Participating as a member of a team</td>
</tr>
<tr>
<td>✚ Decision making</td>
<td>✚ Teaching others</td>
</tr>
<tr>
<td>✚ Reasoning</td>
<td>✚ Serving clients/customers</td>
</tr>
<tr>
<td>✚ Problem solving</td>
<td>✚ Exercising leadership</td>
</tr>
<tr>
<td>✚ Mentally visualizing</td>
<td>✚ Negotiating to arrive at a decision</td>
</tr>
<tr>
<td>✚ Knowing how to learn</td>
<td>✚ Working well with cultural diversity</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>✚ Individual responsibility</td>
<td>✚ Managing time, money, material and facility resources, and human resources</td>
</tr>
<tr>
<td>✚ Self-management</td>
<td></td>
</tr>
<tr>
<td>✚ Integrity</td>
<td></td>
</tr>
<tr>
<td>✚ Believes in own self-worth</td>
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<td>✚ Sociability</td>
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<td><strong>Systems</strong></td>
<td><strong>Technology</strong></td>
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<td>✚ Understanding how social, organizational, and technological systems work and operate</td>
<td>✚ Selecting and applying technology</td>
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<td>✚ Monitoring and correcting performance</td>
<td>✚ Maintaining and troubleshooting technology</td>
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<tr>
<td>✚ Improving and designing systems</td>
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Source: U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS)
Glossary of Terms

Basic Skills

Reading:
Locates, understands, and interprets written information in prose and documents—including manuals, graphs, and schedules—to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing:
Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic/Mathematics:
Arithmetic --Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening:
Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn; to critically evaluate; to appreciate; or to support the speaker.

Speaking:
Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal languages and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates message; understands and responds to listener feedback; and asks questions when needed.
**Thinking Skills**

**Creative Thinking:**
Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

**Decision Making:**
Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

**Problem Solving**
Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

**Seeing Things in the Mind's Eye:**
Organizes and processes symbols, pictures, graphs, objects or other information; for example, see a building from blue print, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

**Knowing How to Learn:**
Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

**Reasoning**
Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.
**Personal Qualities**

**Responsibility:**

Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well, and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

**Self-Esteem:**

Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

**Sociability**

Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

**Self-Management:**

Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively; is a "self-starter."

**Integrity/Honesty.**

Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly-held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
SCANS CARTOONS

Fill in the caption with a comment that relates to the SCANS skills that you think relates to the cartoon.

Cartoon #1

Cartoon #2

Cartoon #3

Which SCANS skill is reflected in cartoon #1? ______________________
Which SCANS skill is reflected in cartoon #2? ______________________
Which SCANS skill is reflected in cartoon #3? ______________________
SCANS Cartoon Strip Template

Name _________________________________________________      Date ________________  Period __________

Create your own SCANS comic strip in the boxes below. Include and identify five SCANS skills or competencies. You may create: one (1) six-box comic strip, or a six (6) one-box comic strips.

The SCANS skills you have included are:  1. _________________________  2. _________________________
  3. _________________________  4. _________________________  5. _________________________
Inquiry Question: What skills do I need when interviewing?

Description: This lesson will help students gain an awareness of the employment interview process and common questions that will be asked.

**USA Today Newspaper in Education Description:** Students will practice and develop their interviewing and communication skills through the use of the USA TODAY newspaper.

Objectives: The student will be able to:

- Answer pre-assigned questions in a professional manner.
- Analyze their own strengths and weaknesses.
- Perform effectively under a stressful situation.
- Demonstrate the importance of preparation in conjunction with work skills.

**USA Today Newspaper In Education Objectives:** Students will be able to:

- Role play student employment interviews through the use of the newspaper.
- Practice oral, written communication as a means of analyzing their strengths and weaknesses for future career goals.

Student Development Framework:

**Benchmark CD 4.1**
Describe the work tasks, educational requirements, related skills, and other characteristics of various occupations.

Accommodations:

- Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: Approximately 15-20 minutes per student for interview process.

Preparation/Instructional Materials:

- Futuristic resume assuming the student is older (graduated from high school or college) and has some work experience.
- Cover letter is optional.
- Video camera on tripod
- Microphone (preferably shirt or blouse mounted).
- Placement of camera should be behind interviewer and focused on student.
- TV needed to allow for playback during class review.
Instructional Lesson:

- It is essential that the interview atmosphere appear professional and simulate the actual Human Resources business office setting as much as possible. A borrowed conference room or administrative office is ideal. Try to avoid interruptions. Ask the student to enter the room at your invitation, introduce him/herself, and be seated at the pre-selected seat for video capture.

- The “futuristic” nature of the resume forces them to visualize a plan for their educational plans and professional future life. Both verbal and body language/posture skills will be identified as critical to the success of this role playing lesson. The interview process requires creativity while the written and video activities create both independent and self-evaluation.

1. **Pre Orientation:** The student should have a copy of their “futuristic” resume and possibly optional cover letter to present to the interviewer. Discuss and explain that the employment interview is designed to simulate the actual experience as realistically as possible. Therefore, as in writing an essay, the specific details may not be as important as the form and function. Allow for creative resume writing and the expression of where the student sees him/herself years later. Coordinate these responses into the interview questions as they are asked. Although the student has seen the list of questions to be asked, they must understand that they will have to improvise answers to some questions: career, past earnings, family size, etc..

2. Present student with list of job interview questions.

3. Discuss entrance and exit to and from the interview area. It is important to emphasize shaking hands, looking the interviewer directly in the eyes, and seating posture at the table. At the end of the interview, to establish a link, when the student is asked if there are any questions, they must be prepared to ask, for example, when will they be notified of a decision, thank the interviewer for the meeting, etc. The student should now shake hands again and exit the room.

4. Provide students with interview hints: student should look around the office for family pictures, awards, sports items; anything personal to discuss at the appropriate time. This eases the atmosphere and allows the interviewer to talk about him/her self.

5. **Post Orientation:** Remind the student that the interview is being recorded for playback and evaluation in front of the class along with a written evaluation. Also, all aspects of the interview will be judged, so no gum chewing, speak clearly, and answer all questions completely. Again, the goal is to make this as realistic as possible.

6. **Goal:** With only one position available, and several candidates, the student must “sell” themselves for the desired position. Demonstration of self-confidence is always a big plus. This role playing practice lesson will help lower the student’s anxiety level, increase the impression of the interviewer, and help prepare the student for the all important actual employment interview.
USA Today Newspaper in Education Activity:

Purpose
Students will employ interview techniques when interviewing for USA TODAY.

Activity
Students are to get into groups of three. One person will be the interviewer, one will be the interviewee and the other will be rating the interviewing process. Each team is to pretend that they are interviewing for position with USA TODAY newspaper.

What questions do you feel a top editor at USA TODAY would ask if they were looking to hire personnel for their newspaper? Come up with at least 10 questions each. Take turns interviewing each other and see what differences you can come up with.

ASSESSMENTS:

Written: The interviewer should mark the scale between “Poor” and “Excellent” at the end of the interview. Points may be assigned for each trait and calculated to establish a competitive score. Comments should also be noted to provide additional assistance toward improvement.

Video Playback: In a classroom setting, play the tape of the individual interviews. The video playback classroom activity may also be re-evaluated by all the students on the sliding scale format. This visual exercise must point out areas for improvement of the interview. The value of the student seeing him/her self on the video playback is immeasurable. Discuss each interview and point out areas of strength and weakness and suggestions for improvement.

Follow-up Activities/Home Learning/Parent: Review with their parents the results of the mock interview experience. Create a resume for current job hunting experiences. Bring in application forms to be completed in class.
1) May I please have a copy of your resume?
2) Why did you choose this career?
3) If selected, what salary do you expect?
4) When you were in high school, what were your favorite courses? Why?
5) What were your least favorite courses? Why?
6) How do spend your spare time
7) What extracurricular activities did you participate in high school?
8) Would you prefer a straight salary or commissioned arrangement?
9) Do you prefer to work alone or in a group?
10) What qualifications do you have to be successful here?
11) What are your strengths and weaknesses?
12) Do you consider yourself a leader?
13) Do you work well under pressure?
14) What can you tell me about our company?
15) How can you help me get further along in my career?
16) Why should I hire you?
17) What questions do you have for me?
Job Interview Evaluation

To be completed by the teacher after the student leaves the room.

Appearance

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<tr>
<th>Poor</th>
<th>Fair</th>
<th>Satisfactory</th>
<th>Above average</th>
<th>Excellent</th>
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Body Language

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Eye Contact

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Maturity

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Poise

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Use of Language

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Preparation

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Anticipated Employment Success

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Post-Test
9th-12th Grades

1. Briefly explain the difference between Listening and Hearing:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. List three strategies for Active Listening:
1. __________
2. __________
3. __________

3. Body language and facial expression account for what percentage of our communication.
   A. 42%
   B. 28%
   C. 72%
   D. 58%

4. How we interpret body language is universal and it is never impacted by cultural differences. True or False

5. The three types of learning styles are:
   A. Fast, Slow, Normal.
   B. Auditory, Kinesthetic, Visual.
   C. Math, English, Written.
   D. Scientific, Social, Educational.

6. If you wanted to learn more about careers or Tech Prep programs at your school you would go to whom: ____________
(More than one answer may be correct.)

7. Many careers that are available in private and public practice are also available in the military. True or False

8. The Occupational Outlook Handbook is a tool that can be used for:
   A. Changing your college major.
   B. Work place rules
   C. Career Exploration
   D. Computer Reference Book
9. List three behaviors that make for a successful employee or a student:

1. ____________________
2. ____________________
3. ____________________

10. On average, a person with a Master’s degree will make more than double the salary of a person with only a high school diploma. True or False

11. Match the degree with the career.

A. Physician ___ High School Diploma
B. School Counselor ___ Technical Training
C. Welder ___ Doctorate
D. Receptionist ___ Master’s Degree

12. List 5 Expenses you might have if you were creating a household budget:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

13. Lacking organization skills will hinder my success at work and in school. True or False

14. Which of the following is an important part of teamwork:

A. Active Listening
B. Good Attendance
C. Being Responsible
D. All the Above

15. In 1991 the Secretary of Labor identified skills that every high school student should possess to ensure their successful transition from school to work. The identified skills were Basic Skills, Thinking Skills, Personal Qualities, Work Place Competencies, Interpersonal, Information, Systems and Technology. This report is known as:

A. SLBS
B. CARATS
C. SCANS
D. BTWS

16. Fill in the blank.
Three types of goals are Short-Term goals, Mid-Term goals and ____________________.
17. Which is **not** a characteristic of an effective goal?

A. Goals should be written down.
B. Goals should be specific.
C. Goals should focus on both the ends and the means.
D. Goals should be challenging and impossible to reach.
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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.